12-7-2009

University of Northern Iowa Faculty Senate Meeting Agenda, December 7, 2009

University of Northern Iowa. Faculty Senate.

REVISED

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of December 7, 2009
3:15 P.M. Seminar Room, Towers Center

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the November 30, 2009 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Provost Gibson
3. Comments from Faculty Chair, Jesse Swan
4. Comments from Chair Wurtz

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

1014/912 Curriculum Package - College of Education and College of Natural Sciences

University Curriculum Committee's recommendations regarding Seldom/Never Offered Courses, Dropped/Suspended APA Courses, and graduate College Curriculum Committee Changes to graduate Credit for Undergraduate Students

1015/913 Graduate Council policy revisions and course proposals

NEW BUSINESS

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

920:131g Economics, New Course, Sports Economics

911 Curriculum Package - College of Humanities and Fine Arts

OTHER DISCUSSION

ADJOURNMENT

NOTE: The UNI Faculty Senate will be meeting on Monday, December 14 if there is any unfinished Senate business to address.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 1014 Docket Number _____

Title: Curriculum Package - College of Education and College of Natural Science

Standard Motions

_____1. Place at head of docket, out of regular order.

_____2. Docket in regular order.

_____3. Docket because of special circumstances for _____
And notify sender(s).

_____4. Refer to (standing committee) _____

_____5. Refer to (administrative officer) _____

_____6. Refer to (ad hoc committee) _____

_____7. Return to petitioner with request for a more specific proposal.

_____8. Return to petitioner with request for additional information and documentation.

_____9. Return to petitioner because of decision not to docket at this time.

_____10. Other procedural disposition _____

NOTES

Curriculum & Instruction Abstract

Printer Friendly Version

230:303 New Course. READING RECOVERY TEACHER LEADER CLINICAL II -- 3 hrs.
Participants will continue to learn how to teach using Reading Recovery instructional practices. Prerequisites: Admission to this course requires admittance to Reading Recovery Teacher Leader Training and successful completion of 230:302 Reading Recovery Teacher Leader Clinical I. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

230:306 New Course. READING RECOVERY THEORIES OF READING DIFFICULTIES -- 3 hrs.
This course is intended for Reading Recovery teacher leaders-in-training. Students will learn about theories of reading difficulties and teaching children with reading difficulties. Prerequisites: Admission to this course requires admittance to Reading Recovery Teacher Leader Training or a doctoral program in Elementary Education and successful completion of 230:307 Reading Recovery Theories of Reading and Writing Processes. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

230:302 New Course. READING RECOVERY TEACHER LEADER CLINICAL I -- 3 hrs.
Participants in this course will develop expertise in: administering and analyzing the Observation Survey, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Prerequisites: Admission to this course requires admittance to Reading Recovery Teacher Leader Training. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

230:305 New Course. READING RECOVERY TEACHER LEADERSHIP II -- 3 hrs.
Participants will continue to develop skills required for the role of Reading Recovery teacher leader. The course includes both classes that meet regularly and visits to existing Reading Recovery teacher training sites to observe and practice leading the sessions. Prerequisites: Admission to this course requires admission to Reading Recovery Teacher Leader Training and successful completion of 230:304 Reading Recovery Teacher Leadership I. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

230:307 New Course. READING RECOVERY THEORIES OF READING AND WRITING PROCESSES -- 3 hrs.
This course is intended for Reading Recovery teacher leaders-in-training. Students will learn about theories of reading and writing development, including the topics of oral language, written language, phonology and orthography, and comprehending. Prerequisites: Admission to this course requires admittance to Reading Recovery Teacher Leader Training. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/15/2009, per GCCC meeting 10/9/2009: "delete or a doctoral program in elementary Education."

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

230:304 New Course. READING RECOVERY TEACHER LEADERSHIP I -- 3 hrs.
Participants will develop skills required for the role of Reading Recovery teacher leader. The course includes both classes that meet regularly and visits to existing Reading Recovery teacher training sites to observe the sessions and learn the skills of leading the classes. Prerequisites: Admission to this course requires admittance to Reading Recovery Teacher Leader Training. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree

in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all of the training courses.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is required for Reading Recovery teacher leaders to be trained and certified. No other university or college in Iowa offers this course currently.

228 240:138g Change description (Visual Literacy). Description: Familiarize students with the definition and concepts of visual literacy, the impact of visual images on our culture, the creation and use of visuals, the inclusion of visuals in instruction, and teaching critical viewing skills to various audiences.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course.

228 240:139g Change description (Media Planning and Production). Description: Planning and production steps essential for media production: processes, techniques, and services needed for the planning and production of multimedia projects. Students plan and produce a real-world instructional multimedia production. Lab as arranged.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course.

228 240:140g Change description (Using Databases in Education). Description: Introduction to using databases in an educational setting. Study use of the data-driven decision making process in an educational setting. Students create a relational database that accommodates school records. Internet integration into classroom curriculum is explored.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More accurate description of the course.

228 240:147g Change description (Digital Imaging). Description: Introduction to basic principles, skills, and techniques of capturing, manipulating and sharing digital images. Students will use image and video-editing software, digital cameras, and emerging applications to manipulate images and support digital collaboration.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More accurately describes the course.

228 240:150g Change description (Digital Instructional Television Production). Description: Theoretical/practical aspects of digital instructional TV production. Includes composition, sound, editing, graphics, and planning using digital video technology. Students plan and produce a real-world instructional television production. Lab as arranged.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The only change in the description of the course is to replace "support by digital technology" with the more accurate phrase "digital video technology".

228 240:153g Change description (Emerging Instructional Technologies). Description: Integrating leading-edge research about emerging instructional technologies with hands-on experience. Existing applications and instructional implementations are studied. Students create an interactive instructional environment and document their pedagogical choices. .

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Better reflects the content of the course.

228 240:170g Change title and description. Title from (The Principles of Publication Design) to "**The Principles of Publication**". Description: Focus on evaluation and design of electronically-produced materials. Introduces basic visual design principles and provides students with opportunities to apply these to the creation of both print and web-based media. Includes hands-on experience with web site design.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course.

228 240:205 Change description (Instructional Computing Design). Description: Evaluation and design of computer-based instructional materials. Involves hands-on experience in designing computer-based lessons and/or tutorials.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course.

228 240:210 Change description (Distance Education). Description: Distance education and the special needs/concerns of teaching at a distance. Guidelines for effective distance education; engaging online learners; addressing learner needs, and interactive learning environments will be addressed. .

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More accurate description of the course.

228 240:232 Change title and description. Title from (Selection and Integration of Materials) to "**Selection and Integration of Instructional Technology**". Description: Examination of new technologies that generate need for new literacies for 21st century students. Includes procedures for selection and integration of instructional technologies to support learning involving use of both computer-based and non-computer-based materials. .

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Better reflects the content of the course.

228 240:240 Change description (Instructional Development). Description: Analysis and synthesis for structuring learning environments including learner, task, environmental, and instructional strategy analysis. Also includes an emphasis on adult learning theories.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course.

228 240:245 Change description (Applied Instructional Design). Description: Case-based analysis of instructional design scenarios and application of current research and theory into the instructional design process.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More complete description of the course

114 CURRICULUM AND INSTRUCTION: MIDDLE LEVEL EDUCATION (restatement of MA degree)

-- Revise to read:

The current (2008-2010) catalog description of a Master of Arts in Middle Level Education is listed as a subset of the "Major in Curriculum and Instruction: Specialty Area Focus". Curriculum and Instruction: Middle Level Education

The degree program in this specialty area focus requires a minimum of 32 or 35 semester hours.

The program is designed to increase competence in working with young adolescents. It can be varied (or extended) to fit the student's background and goals. This Master's degree is most appropriate for students who currently hold an elementary or secondary teaching license.

Students completing the thesis option are required to pass an oral examination prepared and administered by the thesis

committee. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students on the thesis option must include 6 hours of 210:299 on the program of study. Students completing the non-thesis option are required to complete the departmental graduate research requirement. In lieu of a comprehensive examination, all students must complete a comprehensive portfolio during their final semester of course work that meets the requirements of the division faculty.

The program may be extended by students wishing to complete the State of Iowa licensure endorsement for Middle Level Education.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Curriculum and Instruction for any other admission requirements. Graduate information and application for graduate admission can be found at http://www.grad.uni.edu/admission/default.aspx.

The Graduate Record Examination (General Test) is not required for admission to the program.

Required professional core and Curriculum and
  Instruction core: ..... 15 hours
Specialty area:
  Educational Psychology: 200:152 ..... 3 hours
  Curriculum and Instruction: 210:135; 210:270 .... 6 hours
  Curriculum and Instruction: 210:299 ..... 3 or 6 hours
    Thesis option (6 hrs.)
    Non-thesis option (3 hrs.)
Approved electives in subject area specialties .... 5 hours
                                        32 or 35 hours

The proposed degree revision will NOT share the common core of the Department of Curriculum and Instruction Unified Master's Degree. Therefore, this program will not appear as a subhead of the "Curriculum and Instruction: Specialty Area Focus" section of the UNI catalog. Therefore, this Master's program will need to be moved.

The proposed changes in the description for a Master of Arts in Middle Level Education are:

Master of Arts in Education Degree Programs

Middle Level Education: Content Specialization

The Middle Level Education: Content Specialization degree program focuses on the improvement of learning environments for children in middle school grades 5-8. The program has a common core of courses in two areas: (1) middle level education (development and characteristics of middle school aged children, programs and practices of high performing middle level schools, instructional and assessment strategies, and management strategies) and (2) one of the four content areas (math, science, social studies or language arts). It is expected that the student will possess a content area specialization through their prior undergraduate or graduate coursework which meets one of the categories of content area specialization (such as a 24-hour area of concentration, a minor, or a major with a subject area specialization in a teacher education program). Students entering this Master's program will select a second subject concentration area to pursue in the Master's degree program (it is required that students have at least two areas of subject area concentration at the end of their program).

The holder of the Iowa middle level education endorsement is authorized to teach in grades five through eight in the two concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa. The diploma for the degree will indicate the concentration areas.

This master's degree is available on the thesis and non-thesis options. A minimum of 15 hours of 200-level course work is required for the thesis option. A minimum of 12 hours of 200-level course work is required for the non-thesis option. Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This oral comprehensive examination will normally accompany the thesis defense. Students completing the thesis option must include 6 hours of 210:299 on the program of study. Students choosing the non-thesis option are required to complete the departmental research requirement. In lieu of a comprehensive examination, all students must complete a comprehensive portfolio that meets the requirements of the division faculty during their final semester of coursework.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Curriculum and Instruction for any other admission requirements. Graduate information and application for *graduate admission can be found at* http://www.grad.uni.edu/admission/default.aspx. The Graduate Record Examination (General Test) is not required for admission to the program.

Required:

Instructional Technology: 240:232	3 hours
Measurement and Research: 250:205	3 hours
Research: 210:299 .....3-6 hours	
Thesis option (6 hrs.) or	
Non-thesis option (3 hrs.)	
	9-12 hours

Required Middle Level Education core:

Educational Psychology: 200:152	3 hours
Literacy Education: 230:212	3 hours
Curriculum and Instruction: 210:135;	
210:270	6 hours
	12 hours

Required Content Area Core:

Students will complete a minimum of 12 hours of graduate level course work in one content area concentration. This content area concentration must be the student's second content area concentration.

Prior undergraduate or graduate work (in one of the other areas specified below) will qualify for completion of the first area of content area competence. Content area concentrations are limited to the following four areas and must include the specified course work.

Required Content Area Concentration:	12 hours
Mathematics: to include algebra	12 hours

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Science: to include life, earth,
  and physical   12 hours
Social Studies: to include United States
  history, world history, government,
  and geography 12 hours
Language Arts: to include composition,
  language usage, speech, young adult
  literature, and literature across
  cultures 12 hours

Some or all of this course work may be completed as part of
the Liberal Arts Core requirements for the
undergraduate degree, but graduate level coursework will only be
accepted for coursework toward the graduate degree.

The degree program in Middle Level Education: Content
Specialty requires a minimum of 33 or 36 semester hours.
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Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

Details of Curriculum Changes for Middle Level MAE Rationale: One push of NCLB and the State of Iowa is to provide "highly qualified teachers" for middle level schools, so the Iowa Code will sunset the current "generalist" requirements for the Middle School Endorsement as of July 1, 2010 and continue the newer "specialist" requirements which were approved by the Board of Educational Examiners in 2008. The proposed curriculum change will accommodate teachers who do not already hold a Middle School Endorsement, but wish to acquire one as they get their master's degree in Middle Level Education. Since the graduate students will be practicing teachers who are place-bound throughout the state, courses will be offered on-line or via the ICN. Needed on-site laboratory experiences will be provided on Friday evenings/Saturday schedule during the fall and spring semesters or up to three weeks during the summer semester. Courses: Teachers will take courses in young adolescent development, recent developments in middle level curriculum, and methods of literacy across the content areas. (200:152g, 230:212, 210:135g, 210:270). To complete the MAE and the Middle School Endorsement, teachers will need a minimum of 12 semester hours in 2 content areas. This is the state's definition of a "highly qualified teacher" in the middle school. It is required that practicing teachers already have expertise and coursework in one content area. The requirements for the four content areas vary, and are listed below. The plan is to offer content strands. For example, strands in mathematics and science can be offered simultaneously, depending on the enrollment numbers and needs of the graduate students. Content Requirements: Cathy Humke and others were consulted regarding possible courses to fulfill the content area requirements for language arts, social studies, mathematics, and science. Courses meeting the MAE and ML Endorsement requirements would need to be xxx:100g or xxx:200 courses. Students will enroll in at least twelve semester hours of graduate level course work in one of the following content area concentrations (which must include the specified course work). Courses listed in the parentheses were determined to best fulfill the content area requirements. 1. Social Studies -- to include course work in: United States History (961:116g or 961:1xxg) World History (962:1xxg, 963:1xxg, or 964:1xxg) Government (942:142g, 942:143g, or 942:166g) Geography (970:111g, 970:114g, 970:119g, or 970:141g) 2. Mathematics -- The following courses are required (11 credit hours): (Note: These courses will not be offered every semester or every summer. These courses will run every 2 years.) 800:211 (2 hrs; Summer 2) 800:214 (1 hour; Summer 1), 800:215 (2 hours; Summer 1) 800:236 (3 hours; online Spring 1) 800:238 (3 hours; online Fall 2) With one of the following (a minimum of 2 hours): 800:220 (3 hrs; Summer 1) 800:222 (2 hrs; online Fall 1) 800:237 (2 hrs; Summer 2); or, 800:213 (2 hrs; Summer 3) 3. Science -- to include course work in: Life Science (840:186g or 840:159g or 840:xxxg or 840:2xx) Earth Science (870:109g, 870:111g, or 870:128g) Physical Science (880:157g or 880:158g) 4. Language Arts -- to include course work in: Composition (620:193g) Language usage (620:190g or 230:155g) Speech (48C:122g or 48C151g) Young adult literature (620:165g) Literature across cultures (230:245) We sent additional consultation requests to those who needed further information after the initial consultations. Middle School MAE Time line: Graduate after July 1, 2010 Title: Middle School Education: Content Specialization (MAE proposed revision) Required: Currently hold a valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements. Hold Standard or Master Educator License OR provide documentation of school administrator evaluation verifying at least one year of successful teaching experience, with at least a half-time appointment in a state- approved school. Graduates may teach: The holder of the Middle School Teacher endorsement is authorized to teach in the two concentration areas in which the specific

requirements have been completed as well as in other subject areas in grades five through eight which are not the core content areas. May not teach: Reading, art, music, physical education, special education, industrial arts [RAMPE-SPIA] Content Hours: 12+12 = 24 Semester Hours Minimum 12 hours in 2 content areas minimum (ONE MAY SELECT ALL FOUR AREAS) MIDDLE LEVEL EDUCATION SPECIALIZATION COURSES ML Courses: 12 Semester Hr ***Development of the Middle School Aged Child: 200:152g ***Recent Developments in Middle Level Curriculum: 210:270 ***ML Socialization and Instructional Strategies: 210:135g ***Methods of Teaching Content Literacy: 230:232 ***Will incorporate at least 30 hours of field experience through these four courses. CONTENT AREA SPECIALIZATION COURSES SELECT AT LEAST TWO and up to FOUR AREAS Math: 12 semester hours in mathematics to include coursework in algebra (be sure the algebra course is not "developmental" algebra, but a higher level algebra course). Science: 12 semester hours in science to include coursework in all of the following: 1. Life science 2. Earth science 3. Physical science Social Studies: 12 semester hours of coursework in social studies to include coursework in all of the following: 1. United States history 2. World history 3. Government 4. Geography Language Arts: 12 semester hours in language arts to include coursework in all of the following: 1. Composition 2. Language Usage 3. Speech 4. Young adult literature 5. Literature across cultures

115 DOCTOR OF EDUCATION: CURR. AND INSTRUCTION ISA

-- Revise to read:

Doctor of Education Degree Program
This program is intended to provide practicing educators the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires **a minimum of 60**
semester hours of credit beyond the Master's degree.

Students interested in this program must submit a completed Application for Admission to Graduate Study. Graduate information and application for graduate admission can be found at http://www.grad.uni.edu/admission/default.aspx. For requirements concerning admission, candidacy, scholarship, residence, examinations, dissertation, and graduation for the Doctor of Education degree visit http://www.uni.edu/coe/ci/grad_doctoral.shtml.

The Graduate Record Examination (General Test) **is** required for admission to the program.

There are three components to the program: 15 semester hours in a Professional Common Core of work in educational foundations, fundamentals, and research; 38 semester hours of Advanced Professional Study in one of six areas of intensive study and a related area; and a Dissertation of 7 semester hours.

By design, then, all students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation.
The six areas of intensive study provide for a specialized focus on practice. The six intensive study areas are: Community Health Education, Curriculum and Instruction, Educational Leadership, Leisure, Youth and Human Services, Rehabilitation Studies, and Special Education. (In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.)

The **Curriculum and Instruction** intensive study area is designed to prepare scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners. (For more information, contact the Head, Department of curriculum and Instruction.)

I. Professional Common Core (15 hours)
Education Foundations..... 3 hours
Interdepartmental Education: 190:301
Research:
Interdepartmental Education:
190:303; 190:305; 190:307 .....9 hours
Measurement and Research:
One of the following -
250:270; 250:300; 250:301; 250:310 .....3 hours

II. Advanced Professional Studies (38 hours)
This is the component of the program that relates to and supports the student's professional career goal. Students will elect one of six areas of intensive study. Specific course requirements for individual students will depend on faculty requirements and student background, interests, and goals. The only program limitations on work in this component are that the course work (including seminars, practica, independent readings, and independent research) be at the 200- or 300-level except as allowed by the general regulations, and that there be a minimum of 6 hours outside of the elected area of intensive study. The six areas of intensive study are:

Community Health Education
Curriculum and Instruction
Educational Leadership
Leisure, Youth and Human Services
Rehabilitation Studies
Special Education

Doctor of Education Degree - Curriculum and Instruction
Intensive Study Area Program Requirements:

Required courses in Curriculum and Instruction ISA:
210:352 Curriculum Theory (3 hours)
210:354 Curriculum Implementation and Evaluation (3 hours)
210:389 Seminar in Curriculum and Instruction (2-4 hours)
210:397 Practicum (1-4 hours)
240:340 Designing Instructional Systems, (3 hours)
or the following course may be substituted:
240:240 Instructional Development (3 hours)

Total required (12-17 hours)

Total elective (21-26 hours)

III. Dissertation (7 hours)
This is the program component in which the student demonstrates proficiency in the integration of theory and practice (i.e., it involves the application of existing knowledge and/or results of individual research to an educational problem or situation).
Required:
Doctoral Seminar: 190:389 (1 hour)
Dissertation Research: 190:399 (6 hours)

TOTAL: DOCTOR OF EDUCATION DEGREE - CURRICULUM AND INSTRUCTION - 60 hours

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: added to abstract by Diane 11/13/2009

Explanation & Justification
Adding already existing required courses for the Curriculum and Instruction ISA into the catalog, per the request of the Registrar's Office.

114

EDUCATION OF THE GIFTED (restatement of MA program)

-- Revise to read:

Currently, the catalog reads:
Curriculum and Instruction:
Education of the Gifted
The degree program in this specialty area focus requires a minimum of 32 or 37 semester hours.

The program is designed to improve the student's competence in teaching gifted and talented children and youth and in providing leadership for program development and implementation.

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students completing the non-thesis option are required to complete (1) the department graduate research requirement and (2) a performance-based and/or standard-based portfolio and oral comprehensive examination.

The program may be extended by students wishing to complete the State of Iowa licensure endorsement for Education of the Gifted.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Curriculum and Instruction for any other admission requirements. Graduate information and application for graduate admission can be found
at www.grad.uni.edu/admission/default.aspx.
The Graduate Record Examination (General Test) is not required for admission to the program.

Required professional core and Curriculum and
  Instruction core..... 15 hours
Specialty area:
  Curriculum and Instruction: 210:254; 210:255 .. 6 hours
  Curriculum and Instruction: 210:289 ..... 1 hour
  Curriculum and Instruction: 210:299 .....1 or 6 hours
    Thesis option (6 hrs.)
    Non-thesis option (1 hr.)
  Measurement and Research: 250:282 ..... 3 hours
Approved electives .....1 or 6 hours
  Thesis option (1 hr.)
  Non-thesis option (6 hrs.)
32 or 37 hours

Changes:

Curriculum and Instruction:
Education of the Gifted

The degree program in this specialty area focus requires a minimum of 33 or 36 semester hours.

The program is designed to improve the student's competence in teaching gifted and talented children and youth and in providing leadership for program development and implementation.

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students completing the

non-thesis option are required to complete (1) the department graduate research requirement and (2) a performance-based and/or standard-based portfolio and oral comprehensive examination.

The program includes the State of Iowa licensure endorsement for Education of the Gifted.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Curriculum and Instruction for any other admission requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.
The Graduate Record Examination (General Test) is not required for admission to the program.

Required professional core:
- 200:214 Foundations of Instructional Psychology
  OR 260:234 Philosophy of Education..... 3 hours
- 250:205 Educational Research..... 3 hours

Curriculum and Instruction core:
- 210:201 Issues and Trends in Curriculum..... 3 hours
- 230:212 Methods and Materials in Literacy Education..... 3 hours
- 240:232 Selection and Integration of Materials..... 3 hours

Core total..... 15 hours

Specialty area:
- Curriculum and Instruction: 210:254; 210:255 ..... 6 hours
- Curriculum and Instruction: 210:257; 210:297..... 6 hours
- Curriculum and Instruction: 210:299...3 or 6 hours
  Thesis option (6 hrs.)
  Non-thesis option (3 hrs.)
- Counseling: 290:254 ..... 3 hours

33 or 36 hours

Total number of hours changes from 32 or 37 to **33 or 36 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

We would like to make some small changes to the Master's degree in Education of the Gifted to make it more appealing to graduate students who are currently enrolled in the endorsement program for Education of the Gifted (17 students currently) and other graduate students considering work with gifted preK-12 students. The first and main change we are suggesting is to remove the 6 electives and replace them with the two remaining courses of the endorsement for Education of the Gifted. The Master's degree currently contains two of the four endorsement courses (210:254 and 210:255). We would like to replace the 6 hours of electives with 210:257 and 210:297. In this way, students already completing the endorsement will consider enrolling in the Master's degree in Education of the Gifted because they already have 12 hours of the degree completed. Similarly, those completing the Master's degree in Education of the Gifted will have earned the endorsement. It makes sense that they should have the endorsement if they have completed a Master's degree in the area. The second change we are proposing is to drop the 1 credit hour course 210:289 Seminar in Education from the program because the pedagogy style and current issues content are already covered by the endorsement courses and the Issues and Trends course that is part of the Curriculum and Instruction core. The third change is to increase the formerly 1-credit non-thesis option (the project) from 1 credit hour to 3 credit hours to better reflect the in-depth nature of the work and to allow a faculty member sufficient time to work with

graduate students to develop meaningful projects. In summary, these changes will make the program more appealing, will not add any new courses, and will actually reduce the thesis option program by one credit hour. The faculty of the Department of Curriculum and Instruction voted unanimously at a faculty meeting in late November 2008 to make these program changes.

110 ELEMENTARY SCHOOL TEACHER LIBRARIAN MINOR (K-8) - TEACHING

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/3/09 by Coleen.

Explanation & Justification

112 MEDIA MINOR

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/3/09 by Coleen.

Explanation & Justification

112 ELEMENTARY SCHOOL TEACHER LIBRARIAN MINOR (K-8) - TEACHING

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/3/09 by Coleen.

Explanation & Justification

Maintained by **Information Technology Services**.
Send comments or suggestions to the **Data Access Team**.
Last Updated: 10/08/2008

Educ Ldrship, Cnsling & Postsec Educ Abstract

Printer Friendly Version

270:315 New Course. Leading Teaching, Learning and Assessment -- 3 hrs.
Focuses on what boards of education need to know and be able to do; and the leadership role of the board/superintendent team for improving student achievement by sharing culture and conditions within the school district that contribute to productive change. Prerequisite: Students must be enrolled in the superintendency preparation program cohort or doctoral program in educational leadership or have permission of the instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/13/2009: Per GCCC meeting 10/9/2009 change first part of description to delete "believe" so it reads: "Focuses on what boards of education need to know and be able to do;"

Explanation & Justification
All superintendent preparation programs must be approved by the Iowa Department of Education. Emphais has been placed on preparing superintendents to be effective managers and educational leaders. This course prepares superintendents to be educational leaders who focus on improving student achievement.

270:318 New Course. Evaluation of Administrators -- 2 hrs.
Provides superintendents and other educational leaders with knowledge and skills necessary in the supervision and evaluation process in K-12 schools. The Iowa Professional Development Model serves as a foundation for the course. Prerequisites: Students must be enrolled in the superintendency preparation program cohort or the doctoral program. The instructor may grant special permission to graduate students outside educational leadership.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Iowa public school superintendents must be trained and certified evaluators. This course meets the evaluator II training requirements of the Iowa Department of Education.

270:319 New Course. Power, Politics, and Ethics in School District Leadership -- 3 hrs.
Identifies critical roles of superintendent and network of individuals/agencies/organizations that impact education system. Develops understanding of how to identify community's power structure and use power/political skills in ethical ways to improve student achievement. Prerequisite: Students must be enrolled in the superintendent preparation program cohort or doctoral program in educational leadership or have permission of the instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
All superintendent preparation programs must be approved by the Iowa State Board of Education. The leadership roles and responsibilities of the superintendency have greatly increased in complexity. Superintendents need significant new skills to restructure schools that meet the needs

of all students.

221 170:389
Change hours (Seminar in Postsecondary Education). Hours from 1-3 to **no hrs**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This allows the program more flexibility to present topics of interest to students within the program.

230 270:285
Change hours (Readings in Educational Leadership). Hours from 1-3 to **no hrs**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping the 1-3 hour requirement. This allows the program more flexibility to offer topics of interest to students within the program.

230 270:314
Drop Course. Intro To Superintendency -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is being replaced with a course that has been approved by the Iowa Department of Education.

230 270:340
Change title and description. Title from (Educational Finance) to "**Funding the Educational Program for Improved Student Achievement**". Description: Focuses on how public schools in U.S. are funded with special attention to funding public schools in Iowa. Major emphasis is on funding and allocation of resources for the improvement of student achievement.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course assists school administrators in meeting the challenge to coordinate factors impacting equity, equality, adequacy and efficiency issues in financing the eductional program to ensure all students achieve and fiscally lead public schools.

230 270:385
Change hours (Readings in Educational Leadership). Hours from 1-3 to **no hrs**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping the 1-3 hours. This allows the program more flexibility to offer topics of interest to students within the program.

230 Change hours and description (Seminar in Educational

270:389 Leadership). Hours from 2-3 to **no hrs**. Description: Offered on special topics as determined and scheduled by the department. Limited to post-master's students.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

Remove the semester hour restrictions. This will allow flexibility in scheduling topics of interest.

232 290:226 Change title, description, and prerequisites. Title from (Consultation Skills) to "**Ethics, Supervision, Crisis & Consultation**". Description: The purpose of this course is to provide an overview of ethics, the consultation process, the supervision process, and crisis response by counseling professionals. Prerequisites: 290:103; 290:105; 290:205 or 290:254; consent of department head.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

For accreditation clarification of standards and transparent identification of course content on transcripts. Introduction to Professional Counseling (290.103g) provides an introduction to these topics, but for years the course 290.226 Consultation has incorporated the CACPRE standards for ethics, supervision, crisis, and consultation. In order to clearly state the course content we are seeking to change the title to reflect the course content for accreditation purposes and transcript clarity. The standard provided below are ones generic to both programs and then specific standards for each mental health counseling and school counseling. CACPREP (Council for Accreditation of Counseling and Educational Related Programs) 2009 Standards G.1.c. Counselors↕ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event G.1.e. Counseling supervision models, practices, and processes G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling G.3.c. Effects of crises, disasters, and other trauma-causing events on persons of all ages G.5.f. A general framework for understanding and practicing consultation G.5.g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies G.7.g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling G.8.f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies Mental Health Counseling A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. A.9. Understands the impact of crises, disasters, and other trauma- causing events on people. A.10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. E.6. Demonstrates the ability to use procedures for assessing and managing suicide risk. School Counseling A.7. Understands the operation of the school emergency management plan and the `roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events 4. B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk. D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. Consultation M.1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. M.2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. M.3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. M.4. Understands systems theories, models, and processes of consultation in school system settings. M.5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. M. 6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. M.7. Knows school and community collaboration models for crisis/disaster preparedness and response.

232 290:262 Change title, description, and prerequisites. Title from (Intervention and Prevention with Children, Adolescents, and Parents) to "**Intervention & Prevention in Lifespan Development**". Description: Course explores crises and challenges during developmental stages, which may bring individuals, couples, or families to counseling. Diversity, human development theory, and ethical considerations in lifespan development are discussed for application to counseling. Prerequisites: 290:103; 290:105; consent of department head.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
We are reducing program hours and infusing human development aspects in this course throughout curriculum and noting that human development is central to our professional orientation. In the initial course description an experiential laboratory requirement was included for working with children and adolescents. This practice piece has been moved to the course 290:254 Counseling Children and Adolescents. The course as re-written that changes the focus to lifespan will have more of a self-reflective focus. The changes to this course will actually increase the depth of focus because it will include methods of application.

232 290:285 Change hours (Readings in Counseling). Hours from 1-3 to **no hrs**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping the 1-3 hours. This allows the program more flexibility to offer topics of interet to students within the program.

232 290:289 Change hours (Seminar in Counseling). Hours from 1-3 to **no hrs**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students within our program areas will be taking the seminars. This will allow flexibility in presenting issues of interest to enhance knowledge in the areas.

124-125 DOCTOR OF EDUCATION DEGREE PROGRAM

-- Revise to read:

Doctor of Education Degree Program

This program is intended to provide practicing educators the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a minimum of 60 semester hours of credit beyond the master's degree.
The Graduate Record Examination (General Test) is required for admission to the program.

There are three components to the program: 15 semester hours in a Professional Common Core of work in educational foundations, fundamentals, and research; 38 semester hours of Advanced

Professional Study in one of six areas of intensive study and a related area; and a Dissertation of 7 semester hours.

By design, then, all students are required to study in basic areas
that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The six areas of intensive study provide for a specialized focus on practice. The six intensive study areas are:
Community Health Education, Curriculum and Instruction, Educational Leadership, Leisure, Youth and Human Services, Rehabilitation Studies, and Special Education. (In some areas, it is possible to
combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.)

The Educational Leadership area of intensive study involves the preparation of personnel for leadership roles in PK-12 schools, postsecondary institutions, and non-school educational settings.

(For more information, contact the Head, Department of Educational Leadership, Counseling, and Postsecondary Education.) **www.uni.edu/coe/elcpe**

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Educational Leadership, Counseling, and Postsecondary
Education for any other admission requirements **also check www.uni.edu/coe/elcpe**. Graduate information and application for graduate admission can be found at
www.grad.uni.edu/admission/default.aspx. For requirements concerning admission, candidacy, scholarship, residence, examinations, dissertation, and graduation for the Doctor of Education degree
visit www.uni.edu/coe/elcpe/edlead/overview.shtml.

I. Professional Common Core (15 hours)
Education Foundations .....3 hours

  Interdepartmental, Education: 190:301

Research:
  Interdepartmental, Education: 190:303;
    190:305; 190:307..... 9 hours
Measurement and Research: One of the
  following - 250:270; 250:300;
   250:301; 250:310 .....3 hours

II. Advanced Professional Studies .....38 hours

This is the component of the program that relates to and supports the student's professional career goal. Students will elect one of six areas of intensive study. Specific course requirements for individual students will depend on faculty requirements and student background, interests, and goals. The only program limitations on work in this component are that the course work (including seminars, practica, independent readings, and independent research) be at the 200- or 300-level except as allowed by the general regulations, and that there be a minimum of 6 hours outside of the elected area of intensive study. The six areas of intensive study are:

Community Health Education

Curriculum and Instruction
Educational Leadership
Leisure, Youth and Human Services
Rehabilitation Studies
Special Education

Educational Leadership Intensive Study Area

Required courses:

270:311 Educational Leadership and Systems Change -- 3 hrs.
170/270:389 Seminar -- 3 hrs.
170:397/270:397 Practicum or 270:391 Internship -- 3 hrs.

Intensive Study Area:

38 hours required ┬ Choose from the following courses (but not limited to). At least 6 hours must be in an area outside of the elected area of intensive study (270:).

270:198
270:206
270:208
270:224
270:232
270:245
270:247
270:249
270:280
270:282
270:284
270:285
270:289
270:290
270:291
270:292
270:299
270:310
270:311
270:314
270:320
270:325
270:338
270:340
270:346
270:354
270:385
270:389
270:391
270:397
270:3xx. Evaluation of Administrators
270:3xx. Leading Teaching, Learning and Assessment
270:3xx. Power, Politics, and Ethics in School District Leadership

III. Dissertation (7 hours)

This is the program component in which the student demonstrates proficiency in the integration of theory and practice (i.e., it involves the application of existing knowledge and/or results of

individual research to an educational problem or situation).

Required:

Doctoral Seminar: 190:389 .....1 hours

Dissertation Research: 190:399 ..... 6 hours
Total .....60 hours

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Diane 11/12/09.

Explanation & Justification
We are just listing possible courses to be used for the Intensive Study Area for Educational Leadership.

125-126 EMPHASIS: SUPERINTENDENCY PREPARATION PROGRAM (restatement of certificate)

-- Revise to read:

ADVANCED STUDIES CERTIFICATE IN EDUCATIONAL LEADERSHIP

EMPHASIS: SUPERINTENDENCY PREPARATION PROGRAM
delete ~~Sequence/core courses:~~
~~Educational Leadership: 270:340, 270:346 ..... 6 hours~~
~~Educational Leadership practicum: 270:397 ..... 6 hours~~
~~Each core course requires three credit hours in traditional class time in order to build knowledge foundation and develop skills.~~
~~Each core course also requires a three-credit hour practicum that is student-district specific, has a work product planned with and supported by the mentor, and is of sufficient magnitude to have district-wide impact.~~
~~Sequence/key courses:~~
~~Educational Leadership: 270:310, 270:311,~~
~~270:314 ..... 9 hours~~
~~Educational Leadership seminar: 270:309 ... 3 hours~~
~~Educational Leadership internship: 270:391 9 hours~~
~~33 hours~~

~~INTERNSHIP~~
~~A 1-1/2 year performance based internship (a minimum of 12 months) requiring a minimum of 450 hours as an intern working in concert with the superintendent of schools (mentor) and her/his staff. The internship should include work intensity in governance including improvement of board/superintendent relations; alignment of curriculum, instruction, and professional development with district mission, vision, and goals; hiring, induction, retention and compensation of staff; curriculum assessment and accountability, instructional leadership with a focus on improvement of student achievement; and identification of future needs and challenges with appropriate planning. The internship should also include networking through at least one state and one national educational leadership conference. One day workshops provided by the University of Northern Iowa designed to lend knowledge and skill support during the internship will count toward completion of the internship. Workshops may include but are not limited to technology, special education law, legal research, and other high need areas as identified by students.~~delete

The superintendent preparation program includes a four hour Seminar in Educational Leadership delivered in three separate segments (2 credit hours, 1 credit hour, 1 credit hour); six three credit hour courses, one two credit hour course and nine credit hours of internship requiring 450 contact hours in multiple school districts.

270:389 Seminar in Educational Leadership (2 hrs.)
270:319 Power, Politics, and Ethics in
School District Leadership (3 hrs.)

Work toward development of Internship Plan
270:391 Internship (1 hr.)
270:389 Seminar in Educational Leadership (1 hr.)
270:315 Leading Teaching, Learning and
Assessment (3 hrs.)
270:391 Internship (2 hrs.)

270:311 Educational Leadership and Systems
Change (3 hrs.)
270:391 Internship (2 hrs.)

270:340 Funding the Educational Program for
Improved Student Achievement (3 hrs.)
270:391 Internship (2 hrs.)

270:318 Evaluation of Administrators (2 hrs.)

270:389 Seminar in Educational Leadership (1 hr.)
(two weekends)
270:310 Human Resource Administration (3 hrs.)

270:346 School Business Management (3 hrs.)
270:391 Internship (2 hrs.)
Total Credit Hours: 33

INTERNSHIP
The nine credit hours of Internship is designed to "provide opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner."

To ensure that candidates have a range of experiences and "the program provides enough opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner," each course in the Superintendent Preparation Program will have a knowledge module (what the superintendent should know) and a field performance module (what the superintendent should be able to do).

The internship requires a minimum of 450 hours. The field performance module (course assigned internship activities) requirements are expected to total between 210 and 280 hours. In addition to the course assigned internship activities, the candidate's Internship Plan will be guided by experience needs of the candidate in the areas of Leader of Learners, Leader of Service, and Leader of Change.

The Internship requires a meaningful long-term (substantial) clinical experience within a district. This extended experience combines with the performance module (course assigned) internship activities to form the candidate's Internship Plan.

Each candidate will have a lead mentor, approved by the Educational Leadership faculty, who will guide the candidate throughout the internship experience. Even though some clinical experiences may take place in another district or districts, the lead mentor will serve as a sounding board while providing coaching and support. In addition to the lead mentor, each candidate will have at least one other mentor (mentor with special xpertise), approved by the faculty, to ensure diversity

of school size, diversity of thought, diversity of expertise, and diversity of experiences. While a candidate may use a mentor from his or her district of employment who meets the Mentor Selection Criteria, the candidate must also have an approved mentor (lead mentor or mentor with special expertise) outside the district of employment.

ASSESSMENT
A performance based program requires evidence that **Iowa** Standards for School Leaders (ISSL) **and 16 superintendent leadership exit proficiencies** are met. Standards **and proficiencies** must be demonstrated through work products that clearly show skill development and an expansive knowledge base.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Changes to abstract by Diane 10/13/2009: Per GCCC meeting 10/9/2009, delete the layout of terms and correct statement to also read "nine credit hours of internship".

Explanation & Justification
The Department of Educational Leadership, Counseling, and Postsecondary Education submitted a program proposal to the Iowa State Board of Education. The Iowa State Board of Education met and approved the proposal with the course work as listed in the restatement. The current 2008 Superintendent cohort (which started spring semester 2008) will finish out their program with the new courses integrated and the new 2009 Superintendent cohort (which starts spring semester 2009) will follow the approved course sequence.

123 MAJOR IN MENTAL HEALTH COUNSELING (restatement of MA degree)

-- Revise to read:

Major in Mental Health Counseling

This program is designed for those who intend to work in non-school settings such as community and mental health centers, counseling centers, and employee assistance programs. Specific areas of interest and the setting in which the person plans to work will determine the appropriate electives in a specialty (emphasis) area.

This major is available on the thesis and non-thesis options. A minimum of 66 semester hours is required for the thesis option which includes 6 hours of 290:299, and a minimum of 60 semester hours for the non-thesis option. A minimum of 20 hours of 200-level course work is required.

Students completing this program must pass a written comprehensive examination, successfully complete a research paper, and fulfill program-specific exit requirements. Those students electing a thesis option must, in addition, successfully complete a final oral comprehensive examination.

The Graduate Record Examination (General Test) is not required for admission to the program.

Program requirements and detailed information on the major, including admission policies and procedures, should be obtained from the Department of Educational Leadership, Counseling, and Postsecondary Education. Graduate information and application for graduate admission can be found at

www.grad.uni.edu/admission/default.aspx.

Required:
delete ~~**Educational Psychology: 200:235 .... 3 hours**~~
Measurement and Research: 250:205 ..... 3 hours
Counseling: 290:103; 290:105; 290:205;
290:220; 290:225; 290:226; 290:227;
290:228; 290:241; 290:250; 290:254;
290:256 add **; 290:262** .....**39** hours
Psychology: 400:142 ..... 3 hours
Required Practicum and Internship Counseling:
290:290 (3 hrs.); 290:291 (6 hrs.) ..... 9 hours
Electives: a minimum of 6 hours, in a specialty
(emphasis) area, selected in consultation with
advisor ..... 6 hours
60 hours

Thesis Option:
Research: 290:299 ..... 6 hours
66 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
We are infusing this content throughout curriculum as human development is central to our professional orientation. The J Form consultation was submitted and supported with no objection with Dr. Radhi H. Al-Mabuk, Department Head of Educational Psychology and Foundations.

124 SCHOOL COUNSELING (restatement of MA degree)

-- Revise to read:

Major in School Counseling

This program is designed for those who intend to work as counselors in school settings. A teaching certificate and teaching experience are desirable but not required in order to become licensed.

This major is available on the thesis and non-thesis options. For students who have a teaching degree, a minimum of **57** semester hours is required for the thesis option which includes 6 hours of 290:299, and a minimum of **51** semester hours for the non-thesis option. For students without a teaching degree, a minimum of **63** semester hours is required for the thesis option which includes 6 hours of 290:299, and a minimum of **57** semester hours for the non-thesis option. A minimum of 18 hours of 200-level course work is required.

Students completing this program must pass a written comprehensive examination, successfully complete a research paper, and fulfill program-specific exit requirements. The thesis option requires successful completion of a final oral comprehensive examination, and the non-thesis option requires successful completion of a written comprehensive examination.

Program requirements and detailed information on the major, including admission policies and procedures, should be obtained from the Department of Educational Leadership, Counseling, and Postsecondary Education. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.

For Students With a Teaching Degree:
Required:
Educational Psychology: 200:214; ~~200:235~~ ..... **3** hours
Measurement and Research: 250:205 ..... 3 hours
Counseling: 290:103; 290:105; 290:210; 290:220;
290:225; 290:226; 290:227; 290:228; 290:250;
290:254; 290:256; 290:262 ..... 36 hours
Required practicum and internship:
Counseling: 290:290 (3 hrs.); 290:291 (6 hrs.) .. 9 hours
51 hours

Thesis Option
Research: 290:299 ..... 6 hours
57 hours

For Students Without a Teaching Degree:
Required:
Educational Psychology: 200:128; 200:148;
200:214: ~~200:235~~ ..... **7** hours
Measurement and Research: 250:205 ..... 3 hours
Counseling: 290:103; 290:105; 290:210; 290:220;
290:225; 290:226; 290:227; 290:228; 290:250;
290:254; 290:256; 290:262 ..... 36 hours
Special Education: 220:150 ..... 2 hours
Required practicum and internship:
Counseling: 290:290 (3 hrs.); 290:291 (6 hrs.).. 9 hours
57 hours

Thesis Option
Research: 290:299 ..... 6 hours
63 hours

Total number of hours decreases from 66 to **63 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
We are reducing program hours and infusing this content throughout curriculum as human development is central to our professional orientation.

Educational Psychology & Foundations Abstract

Printer Friendly Version

222 200:030

Change prerequisites (Dynamics of Human Development).
Prerequisites: Drop prerequisite: sophomore standing
Drop corequisite: 200:017.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping the prerequisite of sophomore standing will allow students interested in teacher education to take the introductory course work sooner (freshman year), and allow students to make an earlier decision regarding choosing teaching as a career. Dropping the 200:017 corequisite reflects the fact that about 20% of the students taking 200:030 do not need to take 200:017.

222 200:151g

Change title. Title from (Current Approaches to Classroom Discipline) to "**Current Approaches to Classroom Management**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
To clarify for students the focus of the subject area of the course.

Maintained by Information Technology Services.
Send comments or suggestions to the Data Access Team.
Last Updated: 10/08/2008

Health, Physical Educ & Leisure Services Abstract

Printer Friendly Version

420:155g New Course. Exercise Physiology: Applications for Health & Human Performance -- 3 hrs.
Applications in: Environmental Influence on Performance, Body Composition, Ergogenic Aids, Age and Gender Considerations in Sport and Exercise, and Exercise for Special Populations. Prerequisites: 420:050; 420:153 or equivalent; junior standing (Variable).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is part of a new curriculum at the undergraduate level and will provide content for incoming graduate students in the area of Kinesiology prior to taking 420:253 Advanced Exercise Physiology.

420:157 New Course. Sports Nutrition -- 3 hrs.
Designed to help students understand the role of nutrition in enhancing athletic performance. Students will learn the impact nutrition has on cells and tissue that determine the physiological response to exercise. (Offered fall and spring) Prerequisites: 420:053, 420:153.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The content for this course has consistently been offered in the fall and spring semesters over the last eight years as a 420:186 Studies in Physical Education course. It fits into our strategic plan to enhance our programs providing academic excellence in learning and teaching. The course content will be expanded to include "case studies" in order to allow students be able to demonstrate proficiency in consulting with individuals concerned with optimal nutrition. This expansion requires an increase in credit from two credits to three credits.

42T:140 New Course. Athletic Training Practicum -- 1-3* hr
Comprehensive educational experiences in athletic training psychomotor & cognitive domains, & clinical proficiencies to be supervised/mentored in multiple practicum sections through athletic training field experiences (160-320 hrs/semester). (Can repeat for Max of 12 hrs) Prerequisite: Acceptance into the athletic training education program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This required course is being created to comply with the program accreditation standards set by the Commission on Accreditation of Athletic Training Education (CAATE). The specific standard (# ??) states that the opportunity to complete a required clinical experience, contained in a class, over at least four semesters.¶ Currently, athletic training students complete an internship (called ‼ clinical experience¶) while they are enrolled in the undergraduate athletic training education program which spans six spring/fall semesters. The students complete 10 ┬ 20+ hours per week of clinical experience depending on their level in the program (first, second, or third year student). However, they currently do not receive course credits as part of the athletic training program for that experience. Although the experience is required, there is no required class associated with it which places our program in non-compliance with CAATE standards. Athletic training students have been taking the 420:140 Practicum (in Physical Education) course as an elective course (not required), taught by athletic training faculty, to receive academic credit for their experience. However, that course is not part of our academic program. Although cognitive and psychomotor competencies will be covered in this class to comply with CAATE↕ s standard of ‼ learning over time¶ , the content will focus on the required content of ‼ clinical proficiencies¶ which are not be adequately addressed within our program. We feel this is another issue

of compliance with CAATE standards.

42T:165 **New Course. Psychological Considerations for Athletic Injuries and Rehabilitation -- 2 hrs. Understanding of psychological considerations associated with athletic injury including: athletic training scope of practice, recognition/intervention, motivation, and common conditions. Prerequisite: Pre- or Co-requisite: 42T:157.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course is being proposed to comply with the revised guidelines set by the Commission on Accreditation Athletic Training Education (CAATE). In the past, content covered in the Physical Education course 420:154 Psychological Skills for Sport Participants was sufficient. However, changes in the accreditation requirements will result in 75% of the material being different. With this new course, athletic training students will not be required to take the 420:154 course, which is taught from a coaching and performance perspective.

440:015 **New Course. Life Skill Enhancement -- 2 hrs Based on the NCAA's CHAMPS Life Skills program. Designed to assist freshmen students in exploring and developing skills for success in the classroom and life, this class will be presented with current, relevant information and strategies to foster these skills development. Prerequisites: none.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This contextually-based class is directed primarily toward intercollegiate athletes. It is designed to assist them gain support for excellence in their academic careers. Similar courses are offered at Stanford, Ohio State University, University of Colorado, Syracuse University and Bowling Green State University. Within the Missouri Valley Conference, Bradley, Creighton, Illinois State, Missouri State and Wichita State all offer similar courses. This course has been developed in compliance with NCAA standards and is a part of their certification program for the University of Northern Iowa's athletic program. Program areas include academic excellence, personal development, career development, service and athletic excellence. Over the past three years, the University of Northern Iowa has enjoyed unparalleled success among its student athletes in terms of academic performance. We believe that offering the Life Skill Enhancement program has been instrumental in preparing intercollegiate athletes for success at the University of Northern Iowa. Of course, the course is open to anyone on campus who would like to enroll.

245 410:020 Add Prerequisites. Change hours, description, and prerequisites (Maternal and Infant Health). Hours from 2 to 3. Description: The purpose of this course is to provide an overview of maternal and child health concepts, issues and trends. Topics covered include; conception, pregnancy, childbirth, lactation and public health, prevention, and epidemiological issues in maternal and infant health. Prerequisites: none.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Additional course content is needed to better prepare our majors in Health Promotion. Significant additions to course content will include epidemiology and International issues in maternal and infant health. Many students who minor in women's health work in the state government, and non-profit sectors where understanding international and national issues in maternal and infant health are important.Student outcomes added will include: * Describe the health status of MCH populations, including use of key indicators identified by the U.S. Public Health Service in Healthy People 2010 and by the MCH Bureau. * Increase knowledge regarding global infant and child health indicators and issues * Develop knowledge and critical thinking skills regarding the impact of global and national

Health, Physical Educ & Leisure Services Abstract

Printer Friendly Version

420:155g New Course. Exercise Physiology: Applications for Health & Human Performance -- 3 hrs.
Applications in: Environmental Influence on Performance, Body Composition, Ergogenic Aids, Age and Gender Considerations in Sport and Exercise, and Exercise for Special Populations. Prerequisites: 420:050; 420:153 or equivalent; junior standing (Variable).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is part of a new curriculum at the undergraduate level and will provide content for incoming graduate students in the area of Kinesiology prior to taking 420:253 Advanced Exercise Physiology.

420:157 New Course. Sports Nutrition -- 3 hrs.
Designed to help students understand the role of nutrition in enhancing athletic performance. Students will learn the impact nutrition has on cells and tissue that determine the physiological response to exercise. (Offered fall and spring) Prerequisites: 420:053, 420:153.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The content for this course has consistently been offered in the fall and spring semesters over the last eight years as a 420:186 Studies in Physical Education course. It fits into our strategic plan to enhance our programs providing academic excellence in learning and teaching. The course content will be expanded to include "case studies" in order to allow students be able to demonstrate proficiency in consulting with individuals concerned with optimal nutrition. This expansion requires an increase in credit from two credits to three credits.

42T:140 New Course. Athletic Training Practicum -- 1-3* hr
Comprehensive educational experiences in athletic training psychomotor & cognitive domains, & clinical proficiencies to be supervised/mentored in multiple practicum sections through athletic training field experiences (160-320 hrs/semester). (Can repeat for Max of 12 hrs) Prerequisite: Acceptance into the athletic training education program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This required course is being created to comply with the program accreditation standards set by the Commission on Accreditation of Athletic Training Education (CAATE). The specific standard (# ??) states that the opportunity to complete a required clinical experience, contained in a class, over at least four semesters.¶ Currently, athletic training students complete an internship (called ‼ clinical experience¶) while they are enrolled in the undergraduate athletic training education program which spans six spring/fall semesters. The students complete 10 ┬ 20+ hours per week of clinical experience depending on their level in the program (first, second, or third year student). However, they currently do not receive course credits as part of the athletic training program for that experience. Although the experience is required, there is no required class associated with it which places our program in non-compliance with CAATE standards. Athletic training students have been taking the 420:140 Practicum (in Physical Education) course as an elective course (not required), taught by athletic training faculty, to receive academic credit for their experience. However, that course is not part of our academic program. Although cognitive and psychomotor competencies will be covered in this class to comply with CAATE↕ s standard of ‼ learning over time¶ , the content will focus on the required content of ‼ clinical proficiencies¶ which are not be adequately addressed within our program. We feel this is another issue

of compliance with CAATE standards.

42T:165 **New Course. Psychological Considerations for Athletic Injuries and Rehabilitation -- 2 hrs. Understanding of psychological considerations associated with athletic injury including: athletic training scope of practice, recognition/intervention, motivation, and common conditions. Prerequisite: Pre- or Co-requisite: 42T:157.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course is being proposed to comply with the revised guidelines set by the Commission on Accreditation Athletic Training Education (CAATE). In the past, content covered in the Physical Education course 420:154 Psychological Skills for Sport Participants was sufficient. However, changes in the accreditation requirements will result in 75% of the material being different. With this new course, athletic training students will not be required to take the 420:154 course, which is taught from a coaching and performance perspective.

440:015 **New Course. Life Skill Enhancement -- 2 hrs Based on the NCAA's CHAMPS Life Skills program. Designed to assist freshmen students in exploring and developing skills for success in the classroom and life, this class will be presented with current, relevant information and strategies to foster these skills development. Prerequisites: none.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This contextually-based class is directed primarily toward intercollegiate athletes. It is designed to assist them gain support for excellence in their academic careers. Similar courses are offered at Stanford, Ohio State University, University of Colorado, Syracuse University and Bowling Green State University. Within the Missouri Valley Conference, Bradley, Creighton, Illinois State, Missouri State and Wichita State all offer similar courses. This course has been developed in compliance with NCAA standards and is a part of their certification program for the University of Northern Iowa's athletic program. Program areas include academic excellence, personal development, career development, service and athletic excellence. Over the past three years, the University of Northern Iowa has enjoyed unparalleled success among its student athletes in terms of academic performance. We believe that offering the Life Skill Enhancement program has been instrumental in preparing intercollegiate athletes for success at the University of Northern Iowa. Of course, the course is open to anyone on campus who would like to enroll.

245 410:020 Add Prerequisites. Change hours, description, and prerequisites (Maternal and Infant Health). Hours from 2 to 3. Description: The purpose of this course is to provide an overview of maternal and child health concepts, issues and trends. Topics covered include; conception, pregnancy, childbirth,lactation and public health, prevention, and epidemiological issues in maternal and infant health. Prerequisites: none.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Additional course content is needed to better prepare our majors in Health Promotion. Significant additions to course content will include epidemiology and International issues in maternal and infant health. Many students who minor in women's health work in the state government, and non-profit sectors where understanding international and national issues in maternal and infant health are important.Student outcomes added will include: * Describe the health status of MCH populations, including use of key indicators identified by the U.S. Public Health Service in Healthy People 2010 and by the MCH Bureau. * Increase knowledge regarding global infant and child health indicators and issues * Develop knowledge and critical thinking skills regarding the impact of global and national

political economies, culture, social relations, environment, health service infrastructures and public health policies on maternal and child health.

246 410:161g

Change hours (Global Health Corps Mission). Hours from 3 to 3-6.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to Abstract 11/2/09 by Coleen.

Explanation & Justification
Credit hour change due to new SIS implementation.

247 410:197g

Change hours (Global Health Corps Domestic Practicum). Hours from 3 to 3-6.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to Abstract on 11/2/09 by Coleen.

Explanation & Justification
Credit hour change due to new SIS implementation.

247 **420:025**

Change description (Conditioning Theory and Practice). Description: Theory and practice in training and conditioning of athletes. (Offered Fall and Spring).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Updated 10/9/2009 by Diane Wallace, to reflect it is only change in description per UCC meeting 10/7/2009.

Explanation & Justification
This course is not designed only for coaching minors.

248 420:050

Change description (Anatomy and Physiology of Human Movement). Description: Anatomy and physiology of the human body focusing on the muscular and skeletal systems. (Offered fall, spring, summer).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The deletion of the cardiovascular system in the content of this course will allow for more details to be covered in the skeleton and muscular systems. More details are needed in this course in the articulation of joints.

248 420:118

Change description (Practicum in Coaching). Description: Practical experience working with high school coaches; includes planning and conducting all phases of the program. May be repeated. (Offered Fall and Spring).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Concise language to describe the course.

248 420:131

Change number and description (Dance Composition). New number **420:131**. Description: Application of art principles basic to good choreography. Prerequisite(s): 420:013; two dance activity classes of different styles or consent of

instructor. (Variable). [Formerly 420:031].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Equivalent in level to other a00 level Dance courses. Has prerequisites.

248 420:151 Change title, description, and prerequisites. Title from (Applied Kinesiology) to "**Introductory Biomechanics**". Description: Application of principles of mechanics to human movement. Discussion, 2 periods; lab, 2 periods. Prerequisites: 420:050 or equivalent.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/9/2009: Per UCC meeting 10/7/2009, department confirmed wanted to retain "Discussion 2 periods; lab, 2 periods." in description and the course hours remain as in catalog.

Explanation & Justification
New title reflects the contemporary trends in this area and does not confuse the term "Kinesiology".

249 420:153 Change title, description, and prerequisites. Title from (Applied Exercise Physiology) to "**Physiology of Exercise**". Description: Acute and chronic responses and adaptations of the physiological systems to muscular activity and training. Prerequisites: 420:050; junior standing. Prerequisites for Athletic Training majors: 420:050 or 42T:028; junior standing. (Offered Fall, Spring, and Summer)

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 11/9, per UCC meeting: add prerequisite for Athletic Training majors.

Explanation & Justification
The change in title reflects the basic content to be covered and allows for the special applications in this discipline to be addressed in a new course (420:155g). The laboratory experiences will remain in the delivery with 2 hours of lecture per week and two hours of lab for this course.

249 420:162 Change description (Foundations of Human Movement Study). Description: History and philosophy of movement activities and professions appropriate for teaching and exercise science students. Writing and critical thinking emphasized. (Offered Fall and Spring).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The change in course description reflects the current content and identifies the written and critical thinking component.

249 420:168 Change title. Title from (Assisting in Physical Education) to "**Assisting in Physical Activity & Wellness**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This change in title reflects the broader areas that this course is used to provide experiential learning opportunities for students.

249 420:197 Change description (Internship in Physical Education).

Description: Comprehensive practical experience in physical education in which the student applies coursework in an agency commensurate with degree option. Offered on credit/no credit basis only. May be repeated up to 12 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Repetition of the course over multiple semesters allow for a variety of experiences.

249 420:251 Change description (Biomechanics). Description: Application of mechanical principles and concepts to human movement; emphasis on analysis of techniques employed in sports. (Variable).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course will be offered to graduate students in the new curriculum requirements for the master's program with an emphasis in Kinesiology in variable intervals. Under the major restatement, the emphasis area formerly listed as Scientific Basis will be now Kinesiology.

249 420:253 Add Prerequisites. Change description and prerequisites (Advanced Exercise Physiology). Description: Process of scientific inquiry into exercise physiology and the identification of basic principles to be applied for maximum performance without injury. (Variable). Prerequisites: 420:153, 840:101, 840:102 or equivalent, **420:155g.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The identification of prerequisites is necessary for incoming graduate students to determine if deficiencies are present. The addition of the new course will allow for advanced study of the undergraduate course content.

249 420:273 Change description (Contemporary Issues in Physical Education and Athletics). Description: Examination and analysis of continuing concerns and issues in the profession. (Variable).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course is not always offered in the spring. Adding variable allows for the offering to reflect the current schedule.

250 420:295 Change title and description. Title from (Internship in Physical Education) to "**Internship**". Description: Experience in non-school settings or agencies. May be repeated for credit up to 4 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/13/2009, per GCCC meeting 10/9/2009: add "or agencies"

Explanation & Justification
The Internship course has been offered to graduate students working on a non-thesis option to obtain experiential learning credit. This type of student is not in the teaching-coaching emphasis of the Major in Physical Education, but rather the Scientific Bases of PE.

250 420:297 Change description (Practicum). Description: Practical experience in teaching physical education and/or coaching at the college level and/or K-12 level. May be repeated for credit up to 4 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The practicum experience is used for teaching and coaching whereas the internship has been used for other experiential learning settings. This change (along with the change in course description for 420:295) reflects the current delivery system.

142 420:018 Change number, title, and description. New number **42T:018**. Title from (Prevention and Care of Injuries for the Physically Active) to "**Prevention and Care of Athletic Injuries**". Description: This course provides foundational athletic training content that is pertinent for students preparing to enter the athletic coaching or physical education field. An emphasis will be placed upon orthopedic injury description, prevention, treatment, and recovery. [Formerly 420:018].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is taught by athletic training faculty. There is also a need for minor content change to reflect the issues related to professional communication with sports medicine professionals and injury liability concerns. This request is intended to move the course under the athletic training division and modify the content slightly.

142 420:019 Change number (Prevention and Care Laboratory). New number **42T:019**. [Formerly 420:019].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is taught by athletic training faculty.

245 430:030 Change title. Title from (Diversity in Leisure, Youth and Human Services) to "**Inclusive Recreation & Diversity in LYHS**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Both students and stakeholders have requested greater understanding in facilitating leisure programming for people with disabilities.

251 430:138g Change hours and description (Community Planning Workshop). Hours from 3 to **3-6**. Description: Project-based community planning & research course. Provides applied research & communication skills to function creatively & competently in professional settings. Design & execution of planning projects that address recreation & tourism issues. Can repeat up to 6 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hours due to new SIS implementation.

251 430:140g Change hours and description (Camp Staff Development). Hours from 2 to **2-8**. Description: Staff development & program planning principles, methods, & procedures used in the development of camp services. Lecture & lab. Offered on credit/no credit basis only. May be taken for credit for the first 2 hours, subsequent enrollment as audit only. Can repeat up to 8 hours.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hours due to new SIS implementation.

251 430:141g Change hours (Field Experience in Camp Counseling). Hours from 1-6 to **1-12**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hours due to new SIS implementation.

252 430:144g Change hours (Camp Management Systems). Hours from 2 to **2-6**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hour information due to new SIS implementation.

252 430:150 Drop Course. Management of Nonprofit and Youth Agencies -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping this course will more properly align the emphasis area with the goals and objectives of the division.

252 430:151 Change title and description. Title from (Fundraising and Budgeting for Nonprofit and Youth Agencies) to "**Fundraising, Grant Writing & Budgeting for LYHS**". Description: Theory and practice of budget development, fundraising, financial control and grant writing in programs within Leisure, Youth and Human Services.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Course title was changed to highlight the content of the class. Grant writing has always been a component of this class, but will be a more of a major part of the class. Our national accreditation suggested we highlight grant writing in the title. Our nonprofit students also need this for their accreditation.

252 430:165g

Change hours (Leisure, Youth and Human Services Field Experience). Hours from 1-6 to 1-12.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hours due to new SIS implementation.

253 430:329

Change hours (Research and Evaluation Seminar). Hours from 1 to 1-6.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/2/09 by Coleen.

Explanation & Justification
Changing credit hours due to new SIS implementation.

136 ATHLETIC TRAINING (BA) (restatement of major)

-- Revise to read:

Major Requirements

1. Students should indicate their interest in majoring in the B.A. Athletic Training any time after their admission to UNI by completing the Declaration of Curriculum form, and selecting the choice to continue as a student at UNI as a **prospective** major of Athletic Training. Thereafter, students will be considered prospective majors and will be expected to attend departmental advising sessions at regularly scheduled intervals. **Students will remain prospective students until the successfully complete the Athletic Training Education Program (ATEP) requirements. All documents can be downloaded from the ATEP web site at http://www.uni.edu/athtrn/.**
2. A student's freshman year shall be devoted primarily to completing the prerequisite core in Athletic Training (42T:023). Liberal Arts Core and/or electives should be taken by students to complete their schedules.
3. Students desiring to apply to the athletic training program must do the following:
   a. Obtain an application packet from room **003 in the Human Performance Center (HPC).**
   b. Submit all materials by March 1 of each year to the Athletic Training Program office **(HPC 003).**
   c. Students may apply while enrolled in the prerequisite courses.
4. Admission into the athletic training program is competitive, therefore the following criteria shall be used for determination of acceptance as a fully declared Athletic Training major:
   a. Cumulative grade point average (2.50 minimum GPA accepted)
   b. **delete Prerequisite course grades add Introduction to Athletic Training grade (42T-023)**
   c. Application materials
   d. Recommendations
   e. Interview results
   f. Athletic Training Observation (minimum of 30 hours of observation) with a Certified Athletic Trainer

g. Peer Mentoring learning objectives

5. A committee of faculty, staff, and students will be assigned to the acceptance committee and will review the applications.
6. Notification of admittance will be made at the end of Spring semester.
7. Upon acceptance into the athletic training program, a student will be converted to "major" status by the department and must do the following within 30 days of notification of acceptance:
   a. Send a letter of acceptance via email to the ATEP Program Director.
   b. Begin the Hepatitis B Vaccination series or sign the waiver form.
   c. Provide physician certification that they are physically capable of handling the duties required of an athletic training student.
   d. Complete the Athletic Training Education Programs Technical Standards Form.
   e. Complete all other paper work available at the ATEP office.
8. Students not accepted into the program will be restricted from taking Athletic Training courses beyond 42T:023.
9. Transfer students entering UNI shall be subject to the admission and acceptance requirements listed above.
10. To graduate from UNI with an Athletic Training major, students must:
    a. Maintain current CPR, OSHA, and First Aid certifications.
    b. Pass an annual physical.
    c. Maintain a 2.50 cumulative GPA, and 3.00 GPA for Athletic Training courses.
    d. Complete a minimum of 160 hours, maximum of 320 hours, of field experience each semester, depending on their level in the program (1st, 2nd, or 3rd year).
    e. Be enrolled in the athletic training program for six semesters or a minimum of four semesters if transferring.
       1. Please note that if a student wishes to transfer to UNI they must complete the six semesters of athletic training education and field experience. A student may transfer prior class work and field experiences but must request the petition forms from the athletic training program. (Additional transfer student policies are available at the ATEP office.)
       2. Transfer students should assume that they would be in the program for three academic years unless petitioning for acceptance of prior course work and/or field experiences.
    f. Follow the athletic training curricular plan as outlined in the student handbook.
    g. Complete and follow the athletic training curricular plan as outlined in the student handbook.
    h. Complete the Athletic Training major.
11. All other program information is available at the athletic training program office or our Web site www.uni.edu/athtrn.

Bachelor of Arts Degree Programs

Athletic Training Major

The Athletic Training major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. [delete ~~Liberal Arts Core courses included in major program requirements are distinguished by italics~~.]

The Athletic Training major is designed to prepare students to become athletic training professionals. It prepares students for the National Athletic Training Board of Certification Examination as well as
eligibility for an Athletic Training License in the State of Iowa. The curriculum is based upon cognitive and psychomotor learning experiences. The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education Programs.

Prerequisite core:
Athletic Training: 42T:023 (or the equivalent) ..... 2 hours
Required core:
Biology: 840:101*; 840:102 ..... 8 hours
Physical Education: drop 420:151;
420:053; 420:153**;
[~~drop 420.154; drop 420.186~~] 420:157.... 9 hours
~~drop Health, Physical Education, and Leisure Services: 440:010 Personal Wellness of the Liberal Arts Core (This course is also part of the athletic training core to satisfy the Health content requirement within the curriculum.) delete 3 hours~~

Athletic Training: correct 42T:024 (or the equivalent); 42T:028; 42T:033; 42T:034;
42T:110; 42T:134; 42T:135; 42T:137;
42T:138; 42T:143; 42T:144; 42T:157;
42T:158; 42T:162; 42T:170; 42T:175;
[drop ~~42T:180~~]; 42T:165; 42T:140
(6-12 hours -- minimum
6 hours but may repeat for maximum
of 12 hours,
over 4 - 6 semesters) 37 - 43 hours
56 - 62 hours

*Prerequisites for 840:101 are not required for Athletic Training Majors.
**Prerequisite for 420:153 is satisfied by 420:050 or 42T:028.

Total number of hours changes from 54 to **56-62 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Changes to abstract by Diane 10/9/2009, per UCC meeting 10/7/2009: clarification of hours for 42T:140; Asterisk and asterisk statements for 840:101, 420:153,; Addition of hidden prerequisite 420:053 changing total hours to 56-62 hours

Explanation & Justification
The proposed changes are made to remain in accordance with the Commission of Accreditation of Athletic Training Education Programs (CAATE) standards. The courses dropped did not address specific competencies or proficiencies mandated by CAATE that were not covered in other athletic training (42T) courses. The added or replaced courses are already being taught by athletic training faculty. The Psychological Considerations for Athletic Injuries & Rehabilitation course will replace the current course Psychological Skills for Sports Participants (420:154) in our major. Our students also complete six semesters of clinical filed experience while enrolled in our program. CAATE mandates that clinical experiences be contained in specific courses (Standard J3, page 10). This is not currently included in our program. However, our students currently take at least 6 practicum credits under the PE Practicum course 420:140, taught by athletic training faculty. In addition, we currently do have a mechanism in place to cover the clinical proficiencies as mandated by CAATE. We are requesting that

we create an Athletic training Practicum course that is included in the major to comply with CAATE standards.

142 COACHING MINOR (restatement of minor)

- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Students who complete this program will qualify for the Iowa Department of Education coaching endorsement. The coaching endorsement is for grades K-12. However, this program does not qualify students to teach physical education at any level.

Students who complete this program and are not teaching majors will qualify for the Iowa Department of Education coaching authorization.

Required:
Educational Psychology: 200:030 ..... 3 hours
Athletic Training: 42T:018, 42T:019 ..... 3 hours
Physical Education: 420:024; 420:025; 420:118; 420:122; 420:127 ..... 10 hours
Electives from the following: .....4-6 hours
Physical Education: 420:101; 420:102; 420:104; 420:105; 420:107; 420:108; 420:109; 420:110; 420:111; 420:112; 420:113.
20-22 hours

Note: Students in teaching majors will complete 200:030 within the Professional Education Requirements. 420:118 (Practicum) must be completed prior to student teaching.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The change in numbering for 420:018 and 420:019 to 42T:018 and 42T:019 is reflecting the Division who is currently offering the courses.

142 DANCE MINOR (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required activities:
Physical Education: 420:A07 Beginning Ballet or 420:A52 Intermediate Ballet; 420:A13 Beginning Jazz or 420:A57 Intermediate Jazz; 420:A08 Beginning Ballroom Dance or 420:A09 Intermediate Ballroom Dance or 420:A11 Beginning Modern Dance or 420:A12 Intermediate Modern Dance; 420:A10 Beginning International Folk Dance; 420:A64 Tap Dance; 420:013 Fundamentals of Dance (2 hours)... 8 hours
Required theory:
Physical Education: 420:024; 420:034 ..... 6 hours
Electives in Dance:
Physical Education: at least 4 hours must be from the following four courses - (420:131); 420:132;

420:135; 420:146; 420:140; 420:168 ..... 6 hours
Electives ..... 3 hours
Selected to complement student's interest with the approval of the dance minor advisor from the following areas: Art; Communication Studies; Design; Textiles, Gerontology, & Family Studies; Health; Humanities; Instructional Technology; Music; Physical Education; Leisure, Youth and Human Services. Required courses from a student's major may not be included.
23 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Chagning numbering of course listed in Elective in Dance (420:031 to 420:131).

146 DOCTOR OF EDUCATION DEGREE PROGRAM

-- Revise to read:

This program is intended to provide practicing educators the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a minimum of 60 semester hours of credit beyond the master's degree. The Graduate Record Examination (General Test) is not required for admission to the program.

There are three components to the program: 15 semester hours in a Professional Common Core of work in educational foundations, fundamentals, and research; 38 semester hours of Advanced Professional Study in one of six areas of intensive study and a related area; and a Dissertation of 7 semester hours.

By design, then, all students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The six areas of intensive study provide for a specialized focus on practice. The six intensive study areas are: Community Health Education, Curriculum and Instruction, Educational Leadership, Leisure, Youth and Human Services, Rehabilitation Studies, and Special Education. (In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.)

The Leisure, Youth and Human Services intensive study area is designed to interpret and apply youth development models and concepts as well as nonprofit administrative practices to the planning, management, supervision and evaluation of informal education programs in the community. Graduates are prepared for careers as applied scholars, administrators of community nonprofit organizations, youth serving agencies, public parks and recreation, foundations, and government agencies. Program of study will be based upon students needs, interests, and upon approval by academic advisor and program of study committee. (For more information, contact the Chair, Leisure, Youth and Human Services Division, School of Health, Physical Education, and Leisure Services.)

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Division of Leisure, Youth and Human Services for any other admission requirements. Graduate information and application for graduate

admission can be found at www.grad.uni.edu/admission/default.aspx.

For requirements concerning admission, candidacy, scholarship, residence, examinations, dissertation, and graduation for the Doctor of Education degree.

Program Requirements

I. Professional Common Core (15 hours)

Educational Foundations
Interdepartmental, Education: 190:301 3 hours

Research:

Interdepartmental, Education: 190:303; 190:305; 190:307 9 hours

Measurement and Research: One of the following - 250:270; 250:300; 250:301; 250:310 3 hours

II. Advanced Professional Studies (38 hours)

Requirements for the Leisure, Youth and Human Services intensive study area:

This is the component of the program that relates to and supports the student's professional career goal. The program of study for the Leisure, Youth and Human Services intensive study area will be based upon student=s needs, interests, and upon approval by academic advisor and program of study committee.

Add: Required Courses in the Leisure, Youth and Human Services (LYHS) Intensive Study Area:

430:202 Social Psychology of LYHS 3 hours
430:240 Historical & Philosophical Foundations 3 hours
430:310 Critical Theories I 3 hours
430:312 Critical Theories II 3 hours
430:329 Research/Evaluation Seminar (1 cr. for each of 6 semesters) 6 hours

LYHS Track (select one) 20 hours
Working with your advisor, students will select 20 hours of coursework on their program of study, six of these hours must be outside of LYHS.

III. Dissertation (7 hours)

This is the program component in which the student demostrates proficiency in the integration of theory and practice (i.e., it involves the application of existing knowledge and/or results of individual research to an educational problem or situation).
Required:
Doctoral Seminar: 190:389 1 hour
Dissertation Research: 190:399 6 hours

Total 60 hours

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course listing are in the doctoral studies handbook, but not in the catalog.

140

HEALTH EDUCATION MASTER OF ARTS (restatement of MA degree)

-- Revise to read:

Major in Health Education

The Master of Arts Degree in Health Education provides post-graduate academic training for individuals employed in or planning to seek employment as public health practitioners and health educators in a wide variety of settings icluding public, academic, hospital/clinical, community/non-profit, and corporate settings. This degree program provides graduate level training designed to prepare public health and health promotion professionals to design, implement, and evaluate interventions working in a wide range of health, public health and health promotion areas. The post-graduate training program enhances the leadership and research skills of public health workers, preparing them for positions of progressive responsibility within their chosen career.

This major is available on the thesis and non-thesis options. A minimum of 31-35 semester hours is required depending on the emphasis chosen. Additional hours may be required, if, upon entering the graduate program, the student needs background courses. The thesis option requires 6 hours of thesis research 410:299. The non-thesis option requires a research paper for 2 hours credit 410:299. A minimum of 12 hours, exclusive of 410:299 credit, must be at the 200-level.

The Graduate Record Examination (General Test) is not required for admission to the program.

Successful completion of a final written comprehensive examination is required for both the thesis and non-thesis options.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Division of Health Promotion and Education (within the School of Health, Physical Education, and Leisure Services) for any other admission requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.

Three emphases are offered on this major:

I. Health Promotion/Fitness Management Emphasis
Required:
Management: 150:130 ..... 3 hours
Measurement and Research: 250:180 or
Health, Physical Education, and Leisure
Services, Interdepartmental: 440:210 or
440:215 ..... 3 hours
Measurement and Research: 250:205 or
Health, Physical Education, and Leisure
Services, Interdepartmental: 440:290 ..... 3 hours
Health Promotion and Education: 410:131;
410:166; 410:271; 410:290; 410:293 ..... 15 hours
Health Promotion Graduate Seminar: 410:289.. **1 hour**
~~**DROP (1 hour each for two semesters)**~~
Physical Education: 420:253 ..... 3 hours
Electives: 410:299 .....2 or 6 hours
Thesis option (6 hours)
Non-thesis option (2 hours)
30 or 34 hours

II. Community Health Education Emphasis
Required:
Health Promotion and Education: 410:131;

410:165; 410:167; 410:220; 410:290;
410:293 ..... 16 hours
Measurement and Research: 250:205 or
Health, Physical Education, and Leisure
Services, Interdepartmental: 440:290 .... 3 hours
Health Promotion Graduate Seminar: 410:289
(1 hour each for two semesters) ..... 2 hours
Electives as approved by the Graduate Committee:
(6 hours 410:299 required for the thesis
option; 2 hours 410:299 required for the
non-thesis option) ..... 12 hours
33 hours

III. School Health Education Emphasis
Required:
Health Promotion and Education: 410:131;
410:290 ..... 6 hours
Measurement and Research: 250:205 or
Health, Physical Education, and Leisure
Services, Interdepartmental: 440:290 .... 3 hours
Health Promotion Graduate Seminar: 410:289
(1 hour each for two semesters) ..... 2 hours
Electives as approved by the Graduate Committee:
(6 hours 410:299 required for the thesis
option; 2 hours 410:299 required for
the non-thesis option) ..... 21 hours
32 hours

The additional course requirements for this emphasis will be governed largely by teacher licensure requirements.

Total number of hours for Emphasis I decreases from 31 or 35 hours to **29 or 33 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/13/2009, per GCCC meeting 10/9/09: Changed Emphasis I hours to " 30 or 34 hours".

Explanation & Justification
Adding a brief description of program will assist potential students in their decision to enroll in this program. Dropping one credit hour of Seminar requirements will avoid repetition in required coursework.

140 HEALTH EDUCATION MINOR TEACHING (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Current First Aid and CPR certification is required of all minors prior to student teaching.

Required:
Education Psychology: 200:118 ..... 3 hours
Design, Textiles, Gerontology, & Family Studies:
31F:057 ..... 3 hours
Psychology: 400:170 ..... 3 hours
Health Promotion and Education: 410:135 (for
K-8 endorsement) or 410:140 (for 5-12
endorsement); 410:005; 410:112; 410:144;
410:151; ~~**DROP 410:153**~~; 410:163; 410:164 ..... 16 hours
25 hours

Total number of hours decreases from28 to **25 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course 410-153 is not needed for Iowa teaching endorsement requirments in health. Three credit hour reduction in the Minor will allow students to complete the requirements in fewer hours.

139 HEALTH PROMOTION MAJOR

-- Revise to read:

Health Promotion Major

Public health education promotes the health of the general public using a wide variety of methods in a wide variety of settings. This major helps students acquire the skills and abilities to develop, implement, and evaluate health education programs. Our Curriculum is tailored to meet national competencies for health educators. A degree in health promotion prepares students to sit for the National Certified Health Education Specialist exam (CHES).

The Health Promotion major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

A student declaring a major in Health Promotion will be required to have sophomore standing and a minimum GPA of 2.50 for all courses whether taken at UNI or transferred from other institutions. A minimum 2.50 GPA will be required for admission to 410:168, Field Experience in Health Promotion. To graduate with a major in Health Promotion a student must have a cumulative GPA of 2.50 in all course work taken at UNI or transferred from another institution.

Required common core:
Health Promotion and Education: 410:110; 410:112;
410:145*; **410:153****,410:156**; 410:163; 410:165;
410:176** ..... **24** hours Choose one of the following 4 options:
Option 1 33 hours
Option 2 **(31 hours)**
Option 3 **(29-30 hours)**
Option 4 **(44-47 hours)**
Total for Option 1 ..... 57 hours
Total for Option 2 ..... **55 hours**
Total for Option 3 .....**53-54 hours**
Total for Option 4 .....**68-71** hours

*410:145 has a prerequisite of 250:180 or 800:072. 800:072 may be used to satisfy Category 1C of the Liberal Arts Core.
**** not required for Option 4, Environmental Health**

Option 1 - **Health and Fitness Promotion** (**33** hours)
Required:
Health Promotion and Education: 410:005; 410:118;
410:131; 410:151; ~~**delete 410:153**~~; 410:155; 410:164;

410:168 (12 hours)
Physical Education: 420:050; 420:153; 420:156

Option 2 - Women's Health **(31 hours)**
Required:
Health Promotion and Education: 410:005; 410:020; 410:128; 410:151; ~~**delete 410:153**~~; 410:162; 410:168 **12 hours)**; 410:178
Electives: (3 hours from the following)
Leisure, Youth and Human Services: 430:151
Health Promotion and Education: 410:125
Psychology: 400:060^
Communication Studies: 48C:142; 48C:153**
Design, Textiles, Gerontology, & Family Studies: 31F:057; 31F:155^^; 31F:157^^
Social Science: 900:020, 900:045, 900:080
Sociology: 980:167^^^^
History: 961:146
Humanities: 680:040
**48C:142 has prerequisite of 48C:004.
^400:060 has prerequisite of 400:001.
^^31F:155 has prerequisite of 31F:020; 200:030 or 31F:055 or 400:120.
^^^31F:157 has prerequisite of 31F:057; 3 hours social science research methods.
^^^^980:167 has prerequisite of 400:001 or 980:001 or 990:011.

Option 3 - Global Health and Health Disparities **(29-30 hours)**
Required:
Health Promotion and Education: 410:005; 410:138; 410:147; 410:151; ~~**delete 410:153**~~; 410:161; 410:167; 410:168 (12 hours); 410:178; ~~**delete 410:197**~~
Electives: (select **3** hours from the following):
Health Promotion and Education: 410:020; 410:125; 410:152/CAP:152
Anthropology: 990:164; 990:167; 990:168
Communication Studies: 48C:151 Intercultural Communication
Social Work: 450:163 Minority Group Relations 2-3 hours

Option 4 - Science Intensive: Environmental Health (**44-47 hours**)
This interdisciplinary emphasis is recommended for students who wish to prepare for career as environmental health professionals as it provides experiences in the sciences and health areas. It also provides preparation for post-graduate study in the field of environmental health or public health.

Required: **(33-34 hours)**
Health Promotion and Education: 410:005; ~~**DROP 410:153**~~; 410:166; 410:168 (6 hours); 410:180*
Biology: 840:051; 840:052; 840:151
Chemistry and Biochemistry: 860:044 and 860:048, or 860:070 and 860:063
Electives: (select 11-13 hours from the following)
Health Promotion and Education: 410:020; 410:138; 410:147; 410:152/CAP:152; 410:164; 410:178
Biology**: 840:140; 840:147; 840:150; 840:155; 840:168; 840:170; 840:180***
Chemistry and Biochemistry**: 860:132
Earth Science: 870:031; 870:171

*410:180 has a prerequisite of 250:180 or 800:072. 800:072 may be used to satisfy Category 1C of the Liberal Arts Core.
**These required courses can be satisfied with appropriate selection of courses for completing the Biology minor.
***Prerequisites for 840:180 are 840:100 and 840:140.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Changes made to abstract by Diane 10/26/09 per UCC meeting 10/7.

Explanation & Justification
Summary of Changes *major description added to clarify undergraduate major *dropped 410:156, 410:176 and 410:153 from EH Emphasis to facilitate national accreditation in environmental health *added electives to Women's and Global to respond to changing curricula across campus * added 1 credit hour to 410:020 M& I Health and Women's Health to better prepare students in this area * changed name of Option 1 from Health Promotion to Health and Physical Activity to more accurately reflect career and course emphasis of this option. * dropped 410:197 Domestic Practicum from Global to avoid course overlap and redundancy

145 LEISURE, YOUTH AND HUMAN SERVICES MA (restatement of MA degree)

-- Revise to read:

This major is designed to foster preparation for professional leadership roles in the administration of leisure, youth and human services agencies. The program offers the student the opportunity to take an active role in determining personal learning objectives and developing individual programs of study. The program supports professional development through the utilization of relevant philosophy, content, and skills in order to provide management and leadership for effective and efficient delivery of leisure, youth and human services. Students are encouraged to focus on study that has direct relevance to professional practice. **Students can design programs of study for work in campus recreation, nonprofit settings, community recreation, tourism organizations, sports administration, and outdoor resource management.**

~~**drop: There are two curricular emphases available to students in this major: Community Leisure Services Programming and Youth and Human Service Administration. For each option, a**~~ **A** minimum of 32 semester hours is required. Up to an additional 12 hours of undergraduate work may be required for students who do not have undergraduate preparation in the area. ~~**drop:All undergraduate prerequisites must be fulfilled prior to enrollment in program-specific graduate course work.**~~

This major is available on the thesis and non-thesis options. The thesis option requires a minimum of 15 hours of 200-level course work, including 6 hours of 430:299 Research. The non-thesis option requires a minimum of 12 hours of 200-level course work, including 3 hours of 430:299 Research. Successful completion of a final comprehensive examination (research paper/thesis) is required for both the thesis and non-thesis options. A final oral comprehensive examination will occur simultaneously during the oral defense of the research paper or thesis.

The Graduate Record Examination (General Test) is not required for admission to the program.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Division of Leisure, Youth and Human Services (within the School of Health, Physical Education, and Leisure Services) for any other admission requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.

~~**drop: Community Leisure Services Programming Emphasis**~~

~~Students interested in the management of recreation and leisure services in public, quasi-public, and private/commercial agencies and organizations are encouraged to pursue an M.A. in Leisure, Youth and Human Services with a Leisure Services Management emphasis.~~

~~Required:~~

~~Research Methodology (select one of the following) 3 hours~~
~~Health, Physical Education, and Leisure Services, Interdepartmental: 440:290~~
~~Sociology: add: 980:165 980.170, 980:201~~
~~Statistical Analysis (select one of the following) 3 hours~~
~~Measurement and Research: 250:180 (or equivalent)~~
~~Sociology: 980:160~~
~~Leisure, Youth and Human Services: 430:201; 430:241, 430:250 9 hours~~
~~Research: 430:299 2 or 6 hours~~
~~Thesis option (6 hours)~~
~~Non-thesis option (2 hours)~~

~~Electives approved by the department 11-15 hours~~
~~(Recommended electives: 430.202; 430:260; and other courses in consultation with advisor)~~

~~Total 32 hours~~

~~Youth and Human Service Administration Emphasis~~

~~Students interested in the administration of youth and human services in nonprofit and public agencies and organizations are encouraged to pursue an M.A. in Leisure, Youth and Human Services with a Youth and~~

~~Human Service Administration emphasis.~~

~~Required:~~
~~Research Methodology (select one of the following) 3 hours~~
~~Health, Physical Education, and Leisure Services, Interdepartmental: 440:290~~
~~Sociology: 980:170; 980.201 3 hours~~
~~Statistical Analysis (select one of the following) 3 hours~~
~~Measurement and Research: 250:180 (or equivalent)~~
~~Sociology: 980:160~~
~~Leisure, Youth and Human Services: 430:201; 430:241, 430:250 9 hours~~
~~Research: 430:299 2 or 6 hours~~
~~Thesis option (6 hours)~~
~~Non-thesis option (2 hours)~~
~~Electives approved by the department 11-15 hours~~
~~Recommended sub-focus areas.~~
~~Youth Development focus:~~
~~Educational Psychology: 200:116~~
~~Leisure, Youth and Human Services: 430:241; 430:244, 430:260; 430:291~~
~~Human Services Administration focus:~~
~~Leisure, Youth and Human Services: 430:251; 430:253, 430:254; 430:256~~

~~Total 32 hours~~

a. At least six (9-12) credits of Research Methodology and Statistical Analysis, and Research Paper/Thesis credits are required.

   At least one (3 credits) research course from the following: ..... 3 hours

440:215 - Qualitative Methods in HPELS
440:290 - Research Methods for HPELS
980:165 - Survey Research Methods
980:201 - Advanced Research Methods
At least one (3 credits) statistical analysis course from the following:..... 3 hours
250:180 - Statistical Methods in Education
980:260 - Quantitative Analysis
440:210 - Quantitative Methods in HPELS
Three to six (3-6) credits of the following:
430:299* - Research .....3-6 hours

***Three credits for Research paper, six credits for Thesis**

b. Six (6) credits required of the following:.. 6 hours
430:240 - Historical and Philosophical Foundations
At least one of the following courses:
430:201 - Social Policy and Issues
430:202 - Social Psychology of LYHS

c. Eighteen (18) graduate credits of 430:xxx, 440:xxx, 420:xxx or other graduate level courses on campus as approved by advisor..18 hours
33-36 hours

Total number of hours changes from 32 to **33-36 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Correction to abstract by Diane 10/13/2009, per GCCC meeting 10/9/2009: under b. deleted the 2nd 6 hours listed.

Explanation & Justification
We are dropping the two emphasis area and allowing students to design programs of study to meet their professional needs. These changes allow students to take a common core of classes and design a program of study tailored to their specific professional goals.

145 B.A. - LEISURE, YOUTH AND HUMAN SERVICES MAJOR

-- Revise to read:

Leisure, Youth and Human Services Major

The Leisure, Youth and Human Services major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

The Leisure, Youth and Human Services major prepares students to deliver programs and manage facilities designed to meet human, community, and social needs in public, governmental, and nonprofit community agencies. Graduates may find employment in agencies that serve people of all ages from diverse backgrounds in areas such as municipal parks and recreation, commercial recreation, tourism, outdoor recreation, therapeutic recreation (clinical and community-based settings), the nonprofit and youth serving agencies, armed forces recreation, campus recreation, and other leisure service delivery sectors. The major focuses on direct service programming with an emphasis on supervisory and managerial skills. The Leisure, Youth and Human Services program is accredited by NRPA/AALR.

The Leisure, Youth and Human Services major **drop: ~~is offered with coursework in the following five areas: Nonprofit Administration/Youth DevelopmentOutdoor Recreation; Programming Services Administration; Therapeutic Recreation; and Tourism.~~ add: requires all students to take a common core of courses with additional supporting courses in areas of professional interest. ~~drop: There is a common core of courses for all students with additional course requirements in in the above mentioned areas.~~**

Required core:
Leisure, Youth and Human Services:
430:010; 430:020; 430:110; 430:114;
430:121; 430:169; 430:184 (3 hrs.);
430:187 (12 hrs.);430:189
(2 hrs.).....35 hours

Add: Students will work with their assigned advisor to develop an area of professional interest with appropriate corresponding LYHS supporting courses.....21 hours

Total ..... 56 hours

Drop everything starting here to the end of Youth Services Focus area:

~~Nonprofit Administration/Youth Development~~
~~Required.~~

~~Leisure, Youth and Human Services. 430.060, drop.430:150, 430.151, 430.154, 430.155 add. 430.157~~
~~15 hours~~

~~Supporting courses. 12 hours as approved by advisor 12 hours~~

~~Total 27 hours~~

~~Outdoor Recreation~~
~~Required.~~

~~Leisure, Youth and Human Services. 430.030, 430.050, 430.130, 430.143, 430.146~~
~~15 hours~~

~~Supporting courses.12 hours as approved by advisor 12 hours~~

~~Total 27 hours~~

~~Programming Services Administration~~
~~Required.~~

~~Leisure, Youth and Human Services: 430.030, 430.151, 430.168, 430.172~~
~~12 hours~~

~~Supporting courses: 15 hours as approved by advisor 15 hours~~

~~Total 27 hours~~

~~Therapeutic Recreation (Extended Program)~~
~~Required.~~

~~Leisure, Youth and Human Services: 430.030, 430.123, 430.160, 430.163, 430.167~~
~~15 hours~~

~~Supporting courses:~~
~~18 hours to be developed in consultation with advisor. the following are required for National Council for Therapeutic Recreation Certification (NCTRC).~~

~~Physical Education. 420.050~~
~~3 hours~~
~~Design, Textiles, Gerontology, & Family Studies. 31F.055~~
~~3 hours~~
~~Psychology. 400.142 3 hours~~

~~Electives. 9 hours in human services content areas including adapted physical education, related biological/physical sciences, human services, psychology, sociology, and special education 9 hours~~

~~Total 33 hours~~

~~Note: 400.001 may be used to satisfy Category 5A and 980.001 may be used to satisfy Category 5A/5C of the Liberal Arts Core.~~

~~Tourism~~
~~Required:~~
~~Leisure, Youth and Human Services: 430.070, 430.075, 430.170, 430.171,430.172, 430.173 18 hours~~

~~Supporting courses. 9 hours as approved by advisor 9 hours~~

~~Total 27 hours~~

~~Drop: Focus Area - Youth Services~~
~~Required:~~

~~Leisure, Youth and Human Services: 430.030, 430.060, 430.155, 430.157 12 hours~~

~~Supporting courses: 15 hours as approved by advisor 15 hours~~

~~Total 27 hours~~

Hours for major **decreases** from 62-68 hours to **56 hours.**

Minors

Leisure, Youth and Human Services Minor
Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Leisure, Youth and Human Services:
  430:010; 430:020; 430:030;
  430:110 .....12 hours
Electives (two of the following)

Leisure, Youth and Human Services:
  430:114; 430:121; 430:123;
  430:168;430:169; 430:172 .....6 hours

Total .....18 hours

Youth Services Administration Minor

Liberal Arts Core courses included in minor program requirements are

distinguished by italics.

Required:
Youth and Human Service Administration:
430:060; add: 430:114 ~~drop:430:150~~;
430:151; 430:154; 430:155 .....15 hours

Leisure, Youth and Human Services:
430:188 .....2 hours

Total .....17 hours

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Revised restatement added to abstract by Diane 11/10/09.

Explanation & Justification
This will enhance the LYHS curriculum by combining the two areas.

142 MOVEMENT AND EXERCISE SCIENCE MAJOR (restatement of major)

-- Revise to read:

The Movement and Exercise Science major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Completion of this program prepares students for careers or further study in movement and exercise science or related areas but not for endorsement in K-12 school settings. To be admitted to this major a student must file an approved program of study with her/his advisor and have a C- or better in 420:050. The student must maintain a cumulative 2.50 GPA in the major.

Required core:
Physical Education: (42T:018); 420:050; 420:053;
420:056; 420:121; 420:151; 420:153; 420:162 .... 21 hours
Physical Education: minimum of 6 hours from
420:191; 420:193; 420:194; 420:197 ..... 6 hours
Choose one of the following emphases..... 12 hours
39 hours

Emphasis 1 - Exercise Science
This emphasis prepares students with a broad background in exercise science with the ability to implement individual and group exercise and fitness programs, strength and power development, and as a preparation for graduate study in exercise science.
Physical Education: 420:156; **420:155; 420:157;** 420:186 .. 12 hours

Emphasis 2 - Sport Psychology
This emphasis provides a broad education in sport psychology and is designed to prepare students interested in pursuing careers in coaching, youth sport, as a sport teaching professional, motivational trainer, or for advanced studies in coaching. Students in this emphasis are strongly encouraged to complete a coaching minor.
Physical Education: (42T:019); 420:122; 420:154 ... 5 hours
Minimum of 7 hours from 420:025; 420:1xxg;
420:156; 420:186 may be repeated for up to
7 hours .....7 hours
12 hours

Total number of hours on each Emphasis decreases from 18 to **12 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The Restatement of the Movement and Exercise Science Major is necessary to reflect the deletion of the Dance Education emphasis and new courses proposed for the Exercise Science emphasis. Also the change in numbering from 420:018 and 420:019 to 42T:018 and 42T:019 (proposed change in the department packet). Finally, grade requirement for an entry level course and the inclusion of a GPA to maintain good standing are used to maintain high quality students entering into the major.

142 PHYSICAL EDUCATION MAJOR - TEACHING (restatement of major)

-- Revise to read:

The Physical Education-Teaching major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements, the Professional Education Requirements, and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Completion of this program qualifies the student to be recommended for endorsements for Physical Education K-8 and Physical Education 5-12.

Student teachers must have current First Aid and CPR certification.

Disciplinary Knowledge core:
Physical Education: 420:050; 420:053; 420:056;
420:121; 420:151; 420:153; 420:162 ..... 19 hours
Pedagogical content:
Physical Education: 420:152*; 420:173; 420:174*;
420:176 ..... 14 hours
Skill and Activity content:
Physical Education: 420:011; 420:013; 420:015;
420:016; 420:017; 420:021 ..... 10 hours
43 hours

*Students with a major in Physical Education-Teaching will substitute 420:152 for 220:150 and 420:174 for 250:150 in the Professional Education Requirements.

Total number of hours decreases from 45 to **43 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Dropping the course 420:018 Prevention and Care of Injuries for Physically Active from the Disciplinary Knowledge content will reduce the total number of hours required of the major. The content in this course needed for Physical Education Teachers (first aid and emergency care) is delivered in the course 420:152 Adapted Physical Education, a course required by this majors in the Pedagogical content.

143 PHYSICAL EDUCATION MASTER OF ARTS DEGREE(restatement of MA degree)

-- Revise to read:

This masters of arts degree program is available on the thesis and non-thesis options. A minimum of 30 semester hours is required for both

options. Additional hours may be required if, upon entering the graduate program, the student needs prerequisites. Total hours for the thesis option includes 6 hours of Research 420:299. Total hours for the non-thesis option includes 2 hours of 420:299 for a research paper. A thesis/research paper defense is required.

The Graduate Record Examination (General Test) is not required for admission to the program.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Division of Physical Education (within the School of Health, Physical Education, and Leisure Services) for any other admission requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.

Major in Physical Education

This major offers two emphases.
1. Teaching/Coaching Emphasis
This empahsis is designed for those students who plan to teach and/or coach in an educational setting at a variety of levels.

Required:
- Measurement and Research: 250:205 or Health, Physical Education, and Leisure Services, Interdepartmental: 440:210 or 440:215; 440:290 ..... 6 hours
- Research; 420:299 .....2 or 6 hours
- Physical Education: 420:230; 420:231; 420:273 ..... 9 hours
- Physical Education: 420:297 ..... 3 hours

Electives approved by the advisor ..... 6 or 10 hours
30 hours

2. Kinesiology Emphasis

This emphasis is designed for those who wish to concentrate their study in one of the subdisciplines of Kinesiology. The major offers two focus areas:

I. Exercise Science and Sports Performance Focus
Required:
- Physical Education:420:251 ..... 3 hours
- Health, Physical Education, and Leisure Services, Interdepartmental: 440:210 or equivalent; 440:290 ..... 6 hours
- Research; 420:299 ..... 2 or 6 hours
- Physical Education: 420:253; 420:260 .. 6 hours

With advisor approval select 6 hours from
- Physical Education: 420:289 .....6 hours

Electives approved by the advisor .. 3 or 7 hours
30 hours

II. Sport and Exercise Psychology Focus
Required:
- Physical Education: 420:251 ..... 3 hours
- Health, Physical Education, and Leisure Services, Interdepartmental: 440:210 or equivalent; 440:290 ..... 6 hours
- Research; 420:299 .....2 or 6 hours
- Physical Education: 420:222; 420:255; 420:273..... 9 hours
- Physical Education: 420:285 or 420:289 or 420:293 ..... 3 hours

Electives approved by the advisor....3 or 7 hours
30 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Changes added to abstract on 11/2/09 by Coleen. Changed MAJOR in Kinesiology to -- "KINESIOLOGY EMPHASIS" on 11/3/09 by Coleen.

Explanation & Justification

The "Scientific Bases of Physical Education" emphasis restated as a Major in Kinesiology. This area is being updated to reflect the current mission of the Physical Education Division. The Division is a member of the American Kinesiology Association, an organization that promotes Kinesiology (AKA) as a research discipline. The term "Kinesiology" is used by the AKA to reflect a unified field of study. Also this restatement of the Masters of Arts Program will provide for increased national and international recruitment of students. This goal is in line with our strategic plan to "increase recruitment and improve retention of students, staff, and faculty".

Special Education Abstract

Printer Friendly Version

220:125g New Course. Current Issues in Visual Impairments -- 2 hrs
Current issues in the education of students with visual impairments. Topics will include current research, historical context, student with additional disabilities and the impact of visual impairments on children and their families. Prerequisites: Junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Diane 10/30/2009

Explanation & Justification
This course will take the place of Students with Visual Impairments and Additional Disabilities. The creation of a Current Issues course meets the requirements for licensure as a teacher for the visually impaired. The course emphasizes current research and therefore may increase the number of graduate students interested in the field of visual impairments.

220:386 New Course. Studies in Special Education -- 1-3 hrs. Course to be offered by department for specialized work. May be repeated. Prerequisite: Consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Changes to abstract by Diane 10/16/2009, per GCCC meeting 10/9/2009: add "May be repeated."

Explanation & Justification
Would like to have this independent study course available for doctorate level students.

100 220:124g

Drop Course. Teaching Students Who are -- 2 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Throughout other vision courses including Methods, Braille, Anatomy of the Eye, Introduction to Teaching Students with Visual Impairments and in specific practicum experiences, integrate the needs of students with visual impairments and additional disabilities. The vision coursework addresses the needs of all students with visual impairments, including those with additional disabilities. In order to redesign the required coursework it is necessary to integrate the 220:124 curriculum into the other courses.

225 220:127g

Drop Course. Braille Learning and Tactile Communication II -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The content of the Braille I and Braille II courses will be condensed and taught within the Braille I

course. Nemeth, music braille, and computer braille should not be separate from initial braille instruction and teaching methodology. Combining the courses into one will give students an opportunity to see how all of the content comes together. The amount of detail taught in both courses will be reduced in order to teach all components within one course. Expectation of competency in braille reading and writing will not change.

225 220:130g

Drop Course. Assistive Technology for Students with Visual Impairments -- 2 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students need to have a well-rounded knowledge base in the technology used in classrooms with a variety of students. Technology specific to those learners who are visually impaired should be a component of a technology course, but not a course by itself. Students will be required to take 220:153g (Introduction to Assistive Technology for Instruction) rather than Assistive Technology for Students with Visual Impairments. Specific content from the 220:130 course will be subsumed in other coursework for the vision minor.

225 220:132g

Change prerequisites (Introduction to Visual Impairments). Prerequisites: Junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
By expanding enrollment to others without junior standing, students will be able to explore the visual impairments minor and make plans earlier in their course of study to complete the minor.

225 220:136g

Change prerequisites (Methods of Teaching Students with Visual Impairments). Prerequisites: 220:132; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Change in prerequisite so that students may take the Methods course earlier in their program. The intent is for students to take courses in a block so that they are prepared for their practicum experiences. Currently, the Methods course is the last course students take in the sequence.

225 220:138g

Change prerequisites (Anatomy of the Eye and Educational Implications of Low Vision). Prerequisites: 220:132; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Change in pre-requisites allows students to take the Anatomy course as part of a beginning block of coursework. Anatomy should be one of the first courses that students complete. Currently, it is the fourth course in the minor.

206 TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS (TVIS)

-- Revise to read:

This major will lead to an M.A.E. degree for teaching students with visual impairments from birth to 21. Students must complete the requirements for Early Childhood, Elementary, or Secondary Education major at the B.A. level to be enrolled in this major.

This major is available on the thesis and non-thesis options. A minimum of 40 hours is required for the thesis option; a minimum of 37 hours is required for the non-thesis option. A minimum of fifteen hours of 200-level course work is required to the thesis option. A minimum of twelve hours of 200-level course work is required on the non-thesis option.

The Graduate Record Examination (General Test) is not required for admission to the program.

Successful completion of a final research paper or an oral comprehensive examination is require for the thesis option, which will be determined based upon the student's needs. Successful completion of a final written comprehensive examination is required for the non-thesis option.

Note that students should take an additional nine hours of student teaching to qualify for the Teacher of Students With Visual Impairments State Endorsement.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Special Education for any other admission requirements. Graduate information and application for graduate admission can be found at www.grad.uni.eu/admission/default.aspx.

Required professional core:
   Educational Psychology: 200:214 or
   Social Foundations: 260:234 .....3 hours
   Measurement and Research: 250:205 .....3 hours
Required special education core:
   Special Education: 220:293; 220:295 .....6 hours
TVI emphasis requirement:
   Special Education: **220:125; 220;126; 220:132; 220:134; 220:136; 220:138; 220:153; 220:192 (2 required for a total of 6 hours)** .....26 hours

Research: 220:299 .. ..3 or 6 hours
  Thesis (6 hours)
  Non-thesis (3 hours)

  Thesis option total .....**44 hours**
  Non-thesis option total .....**41 hours**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Revised restatement inserted in abstract by Diane 10/30/09

Explanation & Justification
The proposed changes are to structure the endorsement coursework to meet state licensing requirements with the addition of field experience components.

206 TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS (TVIS)
Minor (restatement of minor)

-- Revise to read:

This minor will lead to endorsement for teaching students with visual impairments, from birth to 21. Students must complete the requirements for an Early Childhood, Elementary, or Secondary Education major and complete student teaching in both the major and the special education minor endorsement area.

Required:
Special Education core: **220:125; 220:126; 220:132; 220:134; 220:136; 220:138; 220:153; 220:192 (2 required in Visual Impairments K-12 for total 6 hrs.)** ~~26~~ **hours**
26 hours

Total number of hours increases from 22 to **26 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Number 220:124 was dropped and new course #220:125 added 10/30. Change to abstract by Diane 11/12/09 - per UCC meeting 10/7 was approved pending clarification on hours pertaining to 220:192 and total hours - department clarified hours for 220:192 which also changed total hours.

Explanation & Justification
The proposed changes are to structure the endorsement coursework to fit state licensing requirements with the addition of field experience components prior to student teaching.

205-206 Minor title change

--Revise to read:

Delete "Severe Disability-Teaching" and replace with
Instructional Strategist II: Mental Disabilities K-12 Emphasis

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The term "severe disability" is no longer used.

Biology Abstract

Printer Friendly Version

840:108 New Course. Vertebrate Histology -- 4 hrs
Microscopic study of cells and tissues from various vertebrate organ systems. Integration of gross anatomy and physiology through illustrating how microscopic ultrastructure is related to organ function. Discussion, 2 periods; lab, 4 periods. Prerequisites: 840:051; 840:052; 860:044 and 860:048, or 860:070.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course provides a bridge between cellular and organismal biology, and helps prepare students for graduate and professional schools.

840:116g New Course. Neurobiology -- 3 hrs
Survey of vertebrate nervous systems. Examination of several levels of organization ranging from molecules to neurons to larger systems in the brain. Discussion, 3 periods. Prerequisites: 840:114 or 840:128 or 840:138 or written consent of instructor; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Broadens the range of biology courses appropriate for students in biomedical and related fields.

295 820:215 Change description (Team-Based Problem Solving). Description: For PSM-Biotechnology and PSM-Ecosystem Management students - Discussion and/or lab, 5 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/5/09 by Coleen.

Explanation & Justification
The amount of time students will be in class needs to be spelled out in the course description. Because of the hands-on experience required for the PSM-Biotechnology and PSM-Ecosystem Management programs, the extra two hours are necessary.

295 820:295 Change hours (Professional Science Master's Internship). Hours from 4-6 to **1-6**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This change allows for increased flexibility in fulfilling this PSM internship requirement.

296 840:100 Change title. Title from (Ecological and Evolutionary Theory) to "**Evolution, Ecology and The Nature of Science**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

Change in course name only. Course name more aptly describes course content.

299 840:193g Change title, description, and prerequisites. Title from (Current Curricula in the Life Sciences) to "**Methods for Teaching Life Science**". Description: Teaching approaches, instructional and assessment strategies, curricular and laboratory materials, and issues related to Grades 5-12 life science and biology. Field experiences in secondary school science classrooms. Discussion 3 periods. Prerequisites: 200:128; 200:148; 250:150; 820:190; 820:196; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

The course focuses on more than just curriculum. The new title and rewording of the description reflect how the course is currently being taught, which includes covering current course topics that build on those in the prerequisite courses Orientation to Science Teaching (820:190) and Current Technologies in Science Teaching (820:196). The prerequisite changes reflect the removal of 200:128, 200:148, and 250:150 as prerequisites for 820:190. These courses are necessary prerequisites for 840:193 and thus must be added.

95-96 PSM DEGREE PROGRAM: MAJOR IN ECOSYSTEM MANAGEMENT (restatement of PSM Degree)

-- Revise to read:

This P.S.M. degree prepares students for career opportunities in conservation and restoration-related businesses, industries, and government agencies. Emphasis is placed on blending ecosystem analysis, management and restoration skills with an understanding of business and other organizational environments, and includes an internship experience. Admission is restricted to students with a GPA of 3.00 or higher and a B.A. or B.S. in Biology, Ecology or related field. Majors in Agriculture, Geography and other related applied disciplines must take or have taken an introductory biology sequence to be considered. To be admitted students must also have had an upper level course with significant plant taxonomy or systematics content, and an upper level Ecology course.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Biology for any other admission requirements. Graduate information and application for graduate admission can be found at **http://www.grad.uni.edu/admission/default.aspx**.

The Graduate Record Examination (General Test) is not required for admission to the program.

This major is available on the non-thesis option only. A minimum of 30 semester hours is required. A minimum of 18 semester hours of 200-level course work is required.

Required:	
Biology: 840:180; 840:260; 840:280	10 hours
Science and Science Education: 820:209; 820:215.	6 hours
820:289 Seminar	2 hours
820:295 Internship	4 hours
Electives*	8 hours
	30 hours

*Students having completed at least one course in **Group A** or their equivalent, may select electives from **Group B**.

Group A
Biology: 840:105; 840:154; 840:167; 840:178; 840:157 or
Mathematics: 800:121.

Group B
Biology: 840:131; 840:155; 840:162; 840:164; 840:166.
Earth Science: 870:141.
Economics: 920:123.
Geography: 970:126; 970:129; 970:163; 970:165; 970:168; 970:174; 970:175.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009. Per GCCC Minutes 10/2/2009, deleted statement "Successful completion of an oral comprehensive examination is required."

Explanation & Justification
Replacing "First Tier" and "Second Tier" with "Group A" and "Group B". This better describes the categories in which the courses are found.

95 

PSM DEGREE PROGRAMS: MAJOR IN BIOTECHNOLOGY (restatement of PSM Degree)

-- Revise to read:

This P.S.M. degree prepares students for career opportunities in biotechnology-related businesses and industries. Emphasis is placed on combining molecular and genetic engineering skills with an understanding of business and includes an internship experience. Admission is restricted to students with a GPA of 3.00 or higher and a B.A. or B.S. in Biotechnology, Biology, Biochemistry or a related discipline. Students must have taken an Introductory General Biology sequence, Genetics and one or more courses in Molecular Biology or equivalents to be considered.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Biology for any other admission requirements. Graduate information and application for graduate admission can be found at **http://www.grad.uni.edu/admission/default.aspx**.

The Graduate Record Examination (General Test) is not required for admission to the program.

This major is available on the non-thesis option only. A minimum of 30 semester hours is required. A minimum of 18 semester hours of 200-level course work is required.

Required:
Biology: 840:240; 840:280 ..... 6 hours
Science and Science Education:820:209; 820:215.. 6 hours
820:289 Seminar ..... 2 hours
820:295 Internship ..... 4-6 hours
Electives* ..... 10-12 hours
30 hours

*Students having completed at least two courses in **Group A** or their equivalent, may select electives from **Group B**.
Group A
Biology: 840:121; 840:127; 840:129; 840:153.
Chemistry and Biochemistry: 860:154.
Group B
Biology: **840:122**; 840:128; 840:146; 840:150; 840:157.
Chemistry and Biochemistry: 860:155; 860:156; **860:211**.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Delete sentence - "Successful completion of an oral comprehensive examination is required." Students are not required to do an oral comprehensive examination to complete this program. Replacing "First Tier" and "Second Tier" with "Group A" and "Group B". This better describes the categories in which the courses are found. Add 840:122 and 860:211 as electives to Group B. This allows for more diversity of courses for the program.

91 Course name change

--Revise to read:

Under the Academic Standard Policy make the following change.

4. Students with ACT mathematics scores below 24 are required to complete either **Precalculus** (800:046).....

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Mathematics Department changed the name of 800:046 from Elementary Analysis to Precalculus. We need to make the change on our Academic Standard Policy to be consistent.

Chemistry & Biochemistry Abstract

Printer Friendly Version

299 860:010 Change hours and prerequisites (Principles of Chemistry). Hours from 3-4 to 4. Prerequisites: Student must have satisfied university entrance requirements in English and Mathematics.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course was designed to satisfy the Physical Sciences requirement in the Liberal Arts Core. Since some students fulfilling that requirement had already taken a lab course in the Life Sciences area, it was necessary to offer an option to take this course without lab. However, with the addition of 860:011 Molecules and Life as a Liberal Arts Core physical sciences course without lab, we have stopped offering this course without lab. This change will make that clearer for students.

300 860:136g

Drop Course. Applied Instrumental Analysis -- 4 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course was developed at a time when the department offered few intermediate-level courses, but students now have several other options, and the course has not been offered in at least eight years.

300 860:138g

Drop Course. Environmental Chemistry -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course has not been offered in six years, and there has been no demand for it.

300 860:143g Change hours and description (Physical Chemistry Laboratory). Hours from 1-3 to 2. Description: Physical measurement techniques in chemistry. Students should enroll concurrently with, or after, their second semester of physical chemistry.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The flexibility in credit hours was designed to accommodate students who took this course with a variety of backgrounds (two-semester sequence vs one semester survey course, undergraduate vs graduate). However, gradual changes in program requirements have reduced this variability, and the course is now elected solely by chemistry and biochemistry majors who are completing the two-semester physical chemistry sequence. No student has enrolled in this course for one or three credit hours in at least ten years. Offering the course as a fixed two-hour class matches current curricular practice in the department and will clarify expectations for majors.

98 BA CHEMISTRY - MARKETING MAJOR (restatement of major)

-- Revise to read:

The B.A. Chemistry-Marketing major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements (pages xx-xx) and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in the major program requirements are distinguished by italics.

This program provides preparation for students interested in the sales and marketing aspect of the chemical industry.

Required:
Accounting: 120:030; 120:031.....6 hours
Economics*: 920:024 or 920:053.....3 hours
Management: 150:153.....3 hours
Marketing*: 130:101; 130:106; 130:153; 130:161
or 130:178.....12 hours
Chemistry and Biochemistry: 860:044 and 860:048,
or 860:070; **860:110 or 860:154**; 860:120;
860:121; 860:123; 860:132; 860:142.....24-27 hours
48-51 hours

Note: Students on this major are strongly encouraged to complete 130:108. Additional prerequisites for 130:108 are 150:080, 800:072, 920:020, and 920:070.

*All listed Marketing courses have either 920:024 or 920:053 as a prerequisite. Either 920:024 or both 920:053 and 920:054 will satisfy Category 5B of the Liberal Arts Core.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
860:110 Descriptive Inorganic Chemistry replaces 860:136 Applied Instrumental Analysis, an elective course in the program that must be dropped due to the infrequency of its offering. The inclusion of this course retains the small amount of elective freedom within the major, and allows students interested in inorganic chemistry to count a course in that area toward the major.

96 BACHELOR OF SCIENCE - BIOCHEMISTRY MAJOR (restatement of major)

-- Revise to read:

The B.S. Biochemistry major requires a minimum of 126 total hours to graduate. This total includes Liberal Arts Core requirements (pages 55-57) and the following specified major requirements, plus electives to complete the minimum of 126 hours. Liberal Arts core courses in major program requirements are distinguished by italics.

The Bachelor of Science Biochemistry major is accredited by the American Chemical Society. This major prepares students for careers and/or advanced study in biochemistry. It also provides partial preparation appropriate for medical school and other health-related programs.

Required:
Mathematics: 800:060, 800:061.....8 hours
Biology: **840:051,840:052, 840:140.....12 hours**
Chemistry and Biochemistry: 860:044 and 860:048,

or 860:070; 860:110; 860:120; 860:121;
860:123; 860:132; 860:137; 860:140; 860:141;
860:143; 860:154; 860:155; 860:156;
860:180 (2 hrs.).....43-46 hours
Physics: **880:054 and 880:056; or 880:130**
and 880:131.....8 hours
71-74 hours

Total number of hours increases from 70-73 hours to **71-74 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Most BS Biochemistry majors currently enroll in 840:140 Genetics to fulfill the requirement for a biology course in addition to 840:051 General Biology: Organismal Diversity and 840:052 General Biology: Cell Structure and Function. This change formalizes that pattern and is consistent with the current Biology core sequence that includes those three courses. The specification of 840:140 Genetics as a required course would also bring the BS Biochemistry and BA Biochemistry degrees into greater alignment, making it easier for students to change from one to the other.

96-97

BACHELOR OF SCIENCE - CHEMISTRY MAJOR (restatement of major)

-- Revise to read:

This program description includes three notes at the end that specify the difference in requirements between the certified and non-certified versions of the degree. Apparently these are insufficiently clear, as many students require extensive advising.
No change until **Notes** as follows:

1. To satisfy American Society Chemistry guidelines for certification of the Chemistry major, the two hours of 860:180 Undergraduate Research for this program must be taken after completion of **860:140 Physical Chemistry: Thermodynamics; 860:141 Physical Chemistry: Kinetics, Quantum Mechanics, and Spectroscopy; or both 860:121 Organic Chemistry Laboratory and 860:132 Quantitative Analysis.** In addition, completion of a final written report is required.
2. **Students wishing to earn a non-certified Bachelor of Science degree may omit 860:145, 860:149, and 860:154, but must include three additional elective hours in chemistry at the 100-level or higher. Also, these students may satisfy the Physics requirement of the degree with 880:054 and 880:056 alone.**
3. **Elective courses** should be chosen with the help of the major advisor. **This is particularly important for students wishing to earn a certified degree, to assure consistency with the certification guidelines of the American Chemical Society.** An appropriate advanced course in another science may be substituted with department head approval.

The remainder of the program remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
In the past few years, students pursuing the non-certified Bachelor of Science degree have sometimes taken courses required for the certified version of the degree only. This rewording of the added notes should eliminate this problem.

97 BACHELOR OF SCIENCE CHEMISTRY MAJOR - EMPHASIS IN ENVIRONMENTAL CHEMISTRY

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/9/09 by Coleen.

Explanation & Justification

97 BS CHEMISTRY MAJOR, EMPHASIS ENVIRONMENTAL CHEMISTRY (restatement of emphasis)

-- Revise to read:

The B.S. Environmental Chemistry emphasis requires a minimum of 126 total hours to graduate. This total includes Liberal Arts Core requirements (pages xx-xx) and the following specified major requirements, plus electives to complete the minimum of 126 hours. Liberal Arts core courses included in major program requirements are distinguished by italics.

This emphasis prepares students for careers in the area of environmental chemistry. This degree is also appropriate for students planning graduate work in multidisciplinary fields including environmental science.

Required:

Chemistry and Biochemistry: 860:044 and 860:048, or 860:070; 860:120; 860:121; 860:123; 860:132; 860:137; 860:140; 860:141; 860:143; 860:180 (2 hrs)	31-34 hours
Economics: 920:024*	3 hours
Environmental Science core: 840:051; 840:052; 870:031; and one of the following: 840:151; 840:168; 870:171; 920:123	15-16 hours
Mathematics: 800:060; 800:061	8 hours
Physics: 880:054; 880:056	8 hours
	65-69 hours

*Students may substitute both 920:053 and 920:054 for 920:024 if 920:123 is selected. Taking either 920:024 or both 920:053 and 920:054 will satisfy Category 5B of the Liberal Arts Core.

Total number of hours decreases from 68-72 hours to **65-69** hours.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

This restatement reflects the elimination of 860:138 Environmental Chemistry, a course formerly required for this major. Students electing this major with a particular interest in environmental chemistry will be encouraged to enroll in 830:235 Topics in Environmental Chemistry as an elective. The decreased length of this major will make that feasible.

99 PROFESSIONAL SCIENCE MASTER'S PROGRAM (restatement of PSM program)

-- Revise to read:

Major in Applied Chemistry and Biochemistry

This non-thesis degree, which prepares students for career

opportunities in businesses utilizing chemical and/or biochemical processes and instrumentation, is open to students who have earned a bachelor's degree in chemistry or biochemistry. It combines chemistry coursework featuring advanced topics and hands-on use of modern instrumentation with business coursework focused on problem-solving and decision-making. Students interested in the program must submit to the Chemistry and Biochemistry Department a complete application, three letters of recommendation, and transcripts of undergraduate and graduate work. The Graduate Record Examination (General Test) is not required for admission to the program. A TOEFL score of 600 is required for international students who are non-native English speakers.

Required:
  Chemistry and Biochemistry: 860:211 plus one of
    the following: 860:210, 860:220, 860:240 (3 hrs.),
    860:241, 860:242, or 860:254.....6 hours
  Professional Science:
    Science and Science Education: **820:209;**
      820:215; 820:289 (2 hrs.); 820:295
      (4 hrs.); plus one of the following:
      Mathematics: 800:123, 800:250.....15 hours
Electives from the following.....9 hours
  Biology: 840:129, 840:280.
  Chemistry and Biochemistry: 860:137, 860:143,
    860:144, 860:145, 860:148, 860:149, 860:154,
    860:155, 860:156, 860:161.
  Industrial Technology: 330:258.
  Mathematics: 800:121.

30 hours

Other courses with permission of the PSM Steering Committee.

Notes:
1. Electives may include the remaining course in the Professional Science courses or 200-level chemistry courses beyond the required minimum six credit hours.
2. Any student who has no previously taken a biochemistry course must take 860:154 as an elective.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
These changes are proposed for two purposes: first, to offset the elimination of 880:160 Experiment Design (which formerly was an elective on the program), and second, to expand the variety of electives available to students.

Computer Science Abstract

Printer Friendly Version

810:020 New Course. Computing for All -- 3 hrs
Develops an understanding of computing that allows more fluent use of computers. Topics include computer capabilities & operation, the internet, privacy, information security, intelligent applications, and end-user programming. No credit available to CS majors.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is consistent with the Department of Computer Science's goal of making computer science more accessible to majors in all departments. It has been requested by departments such as Industrial Technology, where students now need a fundamental grounding in computing.

810:056 New Course. Media Computation -- 3 hrs
Introduction to computation, algorithmic thinking, data transformation and processing, and programming in the context of media such as images, sound, and video.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Increasingly, students in all majors are coming into contact with digital media such as images, video, sound, web sites, and text. These students benefit from learning more about digital media and computation, but the traditional introductory courses in Computer Science are aimed primarily at CS majors who need a different and more technical focus. Over the last few years, the Department of Computer Science has begun to expand its focus to include more computing for non-CS majors. This has been a natural outgrowth of its recent Academic Program Review and subsequent strategic planning. In addition, a multidisciplinary group of faculty has been designing a new program in digital media studies for the last two years. The proposed program will reside in the College of Humanities and Fine Arts and will include media computation as a core component.

292 810:041 Add Prerequisite (Computer Organization).
Prerequisite:
Prerequisite or corequisite: 810:051.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This prerequisite was inadvertently left out of the department's 2006 curriculum package. Students require at least a half semester of high-level language programming experience before seeing assembly language in the second half of this course.

292 810:088 Change prerequisites (Topics in Computing).
Prerequisites: Drop -- Prerequisite: consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This course is offered on a variety of topics, primarily for non-majors, that are accessible to all

students. The current prerequisite inhibits registration unnecessarily.

293 810:112g Change prerequisites (User Interface Design). Prerequisites: 810:053, 810:114, 810:115, 810:153, 810:154, 810:172, consent of instructor for non-majors; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This prerequisite was inadvertently left out of the department's 2006 curriculum package. Students should study software design and development tools beyond their second semester course before attempting a major CS project course.

293 810:116g Drop Course. Projects in Information Science -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The department has decided to offer only project courses that also introduce new discipline content. Content-based project courses provide better grounding for the projects and so give the students a richer context in which to implement a large system.

292 **810:134** Change number (COBOL). New number **810:134**. [Formerly 810:034].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Many students used to take this course as a part of preparation for business careers. It is now taken almost exclusively as an elective by upper-division students. Making the course 100-level allows the department to focus the content on more advanced topics in modern data-processing.

293 810:145g Drop Course. Projects in Computer Systems -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The department has decided to offer only project courses that also introduce new discipline content. Content-based project courses provide better grounding for the projects and so give the students a richer context in which to implement a large system.

293 810:155g Change prerequisites (Translation of Programming Languages). Prerequisites: 810:053 and one of the

following: 810:153, 810:154, 810:181, Junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This inclusion of 810:053 was inadvertently left out of the department's 2006 curriculum package. Students should study software design and development tools beyond their second semester course before attempting a major CS project course. The inclusion of 810:153 and 810:181 as alternative prerequisites to 810:154 will bring the stated prerequisite into conformance with practice over the last several years. Students with a background in algorithms (810:153) or theory (810:181) are prepared to succeed in this course.

293 810:162g

Change prerequisites (Intelligent Systems).
Prerequisites: 810:053, (810:161 or equivalent).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009: Per UCC minutes 9/30/2009 and GCCC minutes 10/2/2009, "810:060 or equivalent" was deleted (since 810:060 does not exist), and was replaced with "810:161 or or equivalent"

Explanation & Justification
This prerequisite was inadvertently left out of the department's 2006 curriculum package. Students should study software design and development tools beyond their second semester course before attempting a major CS project course.

293 **810:172**

Drop "g". Change prerequisites (Software Engineering).
New number **810:172**. Prerequisites: 810:052; 810:080.
[Formerly 810:172g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Over time, the content of this course has become an important foundation for many upper-division majors courses. Removing the (g) enables students to take the course earlier in their programs before taking those other courses.

294 810:173g

Change prerequisites (Project Management).
Prerequisites: 810:053; 810:172, junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This prerequisite was inadvertently left out of the department's 2006 curriculum package. Students should study software design and development tools beyond their second semester course before attempting a major CS project course.

294 810:174g

Change prerequisites (Real-Time Embedded Systems).
Prerequisites: 810:053; 810:172, junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This prerequisite was inadvertently left out of the department's 2006 curriculum package. Students should study software design and development tools beyond their second semester course before attempting a major CS project course.

294 810:240 Change description and prerequisites (Computer Systems). Description: Survey of issues in computer system analysis and design. Emphasis on the relationship between system hardware and software including tools and environments for software development on parallel and distributed computer systems. Prerequisite(s) for Computer Science Majors: 810:142 or 810:143. Prerequisite(s) for non-Computer Science Majors: proficiency in a high-level programming language and instructor consent.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The new description adds an emphasis on parallel and distributed computer systems, to reflect changes in the discipline and recent practice. The new prerequisite makes the course available to graduate students in other departments, in particular applied physics and mathematics students in UNI's PSM programs. These students sometimes work in areas of applied computing.

107 COMPUTER INFORMATION SYSTEMS MAJOR

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Coleen on 10/9/2009

Explanation & Justification

107 COMPUTER INFORMATION SYSTEMS MINOR

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Coleen on 10/9/2009. Previous restatement of CIS Major deleted by Diane 10/28/09.

Explanation & Justification

107 COMPUTER SCIENCE MAJOR (restatement of major)

-- Revise to read:

Required:
Computer Science: 810:041; 810:051; 810:052;
810:053; 810:080 ..... 17 hours
Electives:
Mathematics: (two courses from the following):.. 6 hours
800:060^#; 800:061#; 800:072 or 800:092;
800:076; 800:143; 800:152; 800:164; 800:169;
800:176.
Select one of the following core areas as a
specialty:..... 18 hours
Six courses* including three courses from
selected specialty and one from each of the

other three areas.
Foundations: 810:153; 810:154; 810:155*;
810:161#; 810:162*; 810:181; 810:188.
Information Science: 810:112*; 810:114;
810:115; 810:118.
Software Engineering: 810:172; 810:173*;
810:174*#; 810:175*.
Systems: 810:140*; 810:141*; 810:142;
810:143; 810:147.
Electives: one additional course selected from
the above computer science courses and
100-level mathematics courses ..... 3 hours
44 hours

^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent.

The remainder of the program remains the same.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009 per UCC meeting 9/30/2009: Added ^ to 800:060 and added note "^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent."

Explanation & Justification

The department is dropping two courses and replacing those options with projects in existing courses. This program change is required by the department's dropping of 810:116 and 810:145. The justification is that students are better served by projects in the content courses 810:140 and 810:141.

106 COMPUTER SCIENCE MAJOR (BS) (restatement of major)

-- Revise to read:

Required:
Computer Science: 810:041; 810:051; 810:052;
810:053; 810:080 ..... 17 hours
Research: 810:180 (topic pre-approved by
department) ..... 1 hour
Electives:
Mathematics: (4 courses from the following):..... 13 hours
800:060^, 800:061, 800:072 or 800:092, 800:076,
800:143, 800:152, 800:164, 800:169,800:176
Computer Science: ..... 24 hours
Eight courses including: a specialization of
three courses from the Foundations area; a
specialization of three courses from one other
area; one course from each of the remaining two
areas; one of the specializations must include a
projects course (marked with an asterisk*).
Foundations: 810:153; 810:154; 810:155*; 810:161#;
810:162*; 810:181; 810:188.
Information Science: 810:112*; 810:114; 810:115;
810:118.
Software Engineering: 810:172; 810:173*;
810:174*#; 810:175*.
Systems: 810:140*; 810:141*; 810:142; 810:143;
810:147.
Electives: two additional courses selected from
some of the computer science area courses and
100-level courses meeting the mathematics
requirement ..... 6 hours

61 hours

^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent.

The remainder of the program remains the same.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009 per UCC meeting 9/30/2009: Added ^ to 800:060 and added note "^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent."

Explanation & Justification

The department is dropping two courses and replacing those options with projects in existing courses. This program change is required by the department's dropping of 810:116 and 810:145. The justification is that students are better served by projects in the content courses 810:140 and 810:141.

106 NETWORKING AND SYSTEM ADMINISTRATION MAJOR (restatement of major)

-- Revise to read:

Required: 48 hours
Computer Science: 810:041; 810:051; 810:052; 810:080; 810:140; 810:141; 810:147; 810:180; (1 hr.) ..... 24 hours
Industrial Technology: 330:037; 330:039; 330:104; 330:156 ..... 12 hours
Physics: 880:054; 880:056 ..... 8 hours
Mathematics: 800:060^ ..... 4 hours
Electives: from one of these areas ..... 9 hours
Computer Science: 810:143; 6 additional hours of 100-level computer science, excluding 810:134 and 810:151.
Industrial Technology: 330:041; 330:103; 330:152.
57 hours

^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent.

Total number of hours decreases from 73 to **57 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009 per UCC meeting 9/30/2009: Added ^ to 800:060 and added note "^800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent."

Explanation & Justification

The current Networking and System Administration program is too long, both for UNI's curriculum and for prospective student interest. By shortening the major, the department intends that it will fit better in UNI's four-year program and that it will attract a larger number of students. Even at this length, it offers sufficient rigor and preparation for students.

106 Admission and/or exit requirements

--Revise to read:

Notes:

1. Undergraduate students who have been admitted to the university provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any computer science credit course before this requirement has been met.
2. All courses counting toward a major or minor in **the Department of Computer Science** must be passed with a grade of C- or better.
3. Prerequisite **courses in the Department of Computer Science** must be passed with a grade of C before taking a subsequent course.
4. All **majors in the Department of Computer Science except Bioinformatics require** a project course (marked with asterisk in the degree statements). The course used to meet this requirement is to be taken in the area of specialization, i.e., an area in which at least three courses are taken.
5. All courses in a prerequisite chain to a course are considered regressive to it - students may not take them for credit after passing the later course. Additionally, 810:030, 810:035, 810:036 are regressive to 810:052 and any course having it as prerequisite.
6. **All computer science majors must complete the department's core assessment exam before enrolling in any 100-level course required for their major.**
7. **All computer science majors must complete the department's program assessment exam before graduating.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

These exams are a part of the department's Student Outcomes Assessment plan. They will help the department ensure that its core and specialty courses are meeting the desired student learning outcomes. By making the exams a part of every program of study, the department hopes to ensure completeness of data, continuous program improvement, and a certain level of validity with students themselves. Changes to the wording of Notes 2, 3, and 4 clarify these rules relative to the department's Bioinformatics major program, which was added in the previous curriculum cycle.

Earth Science Abstract

Printer Friendly Version

301 870:010 Change description (Astronomy). Description: Introduction to the Universe, solar system, stars, and galaxies, including apparent motions of bodies in the sky; development of astronomy and its impact on humankind. Discussion, 3 periods; lab, 2 periods. Also offered as a 3-hour course without lab.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Currently there is no information for the course meeting periods, which is included in other Earth Science course descriptions. This brings the course description in line with the other courses.

301 870:011 Change description (Astronomy Laboratory). Description: Exploration of astronomical phenomena through the use of telescopes, charts, almanacs, computer simulations, and other laboratory equipment. Students will gain experience in methods of observing the night sky and become familiar with celestial objects. Lab, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Added text concerning the course time span, bringing it in line with other Earth Science course descriptions.

301 870:109g Change hours and prerequisites (Fundamentals of Astronomy). Hours from 3 to **4**. Prerequisites: junior standing; consent of department head.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Currently the course is offered for 3 credits, which does not include the lab experience. Setting the course limit to 4 credits puts it in line with the credit hours and class experiences offered for inservice teachers (870:111g and 870:128g). Requiring a lab with the course also provides the experiential opportunities that would benefit inservice teachers similar to the experience they would have in 870:128g. The prerequisites were also simplified. Graduate credit is earned by having the student fulfill additional curricular work beyond the work required for students in 870:010.

301 870:117 Change description (Earthquakes and Tsunamis). Description: Study of the causes, measurements, prediction, and preparation for earthquakes and tsunamis and the effects of earthquakes and tsunamis on civilization. Discussion, 1 period; lab, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Currently there is no information regarding course meeting periods, which is included in other Earth Science course descriptions. This brings the course description in line with other Earth Science courses.

301-302 870:121g Change prerequisites (Meteorology). Prerequisites: 860:044; 870:021; 880:054 or 880:130; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
It is unnecessary for an Earth Science major or an Air Quality major who has had 880:130 to take the lower level 880:054 Gen Physics I course as a prerequisite for 870:121 Meteorology.

302 870:151 Change description (Planets). Description: Examination of the Sun's family of planets, satellites, asteroids, and comets, including formation and evolution; processes currently at work in the Solar System; search for exoplanets. Discussion, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
With the status of Pluto in debate, the number of planets in the solar system is rather fluid - the number is removed in the revised description. The revised description also includes other objects that will be examined in the course.

302 870:153 Change description (Galaxies and Cosmology). Description: Study of the Milky Way Galaxy and other galaxies. Examination of active galaxies and radio galaxies, galaxy clusters, quasars, and galactic black holes. Discussion of the structure, origin, evolution, and fate of the Universe. Discussion, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Course description altered slightly to better reflect course content.

302 870:154g Change description (Observational Astronomy). Description: Use of astronomical instruments, (telescopes, cameras, and digital cameras), along with observing aids, (charts, catalogs, and ephemerides), for collection, analysis, and interpretation of astronomical data. Discussion, 1 period; lab, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course description is updated to reflect a change in the technology that is used, and the course meeting times are explicitly indicated.

302 870:171g Change description (Environmental Geology). Description: Recognition and remediation of natural and human induced geologic hazards. Analysis of issues or problems of local concern where possible. Discussion, 2 periods; labs and field trips, 2 periods.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This proposed course description better fits the way this course is taught.

303 870:181

Change prerequisites (Investigations in Earth Science).
Prerequisite: 820:033.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

820:033 Inquiry into Earth Science is the desirable prerequisite for 870:181 and brings this course in line with others such as 840:181 Investigations in Life Science, which has 820:032 Inquiry into Life Science as a prerequisite.

119 AIR QUALITY B.S.

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/3/09 by Coleen.

Explanation & Justification

121 ASTRONOMY MINOR (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguised by *italics*.

Required:
Earth Science: **870:010; two of the following:**
870:151 or 870:152 or 870:153; 870:154 .... 10 hours
Mathematics: 800:060*; 800:061 ..... 8 hours
Physics: 880:130; 880:131 ..... 8 hours
26 hours

870:010 must be taken for 4 semester hours of credit.

*800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane Wallace 10/7/2009 per UCC meeting 9/30/2009: Added * to 800:060 and added note "*800:060 has prerequisite of 800:046, or 800:043 and 800:044, or equivalent."

Explanation & Justification

The previous program required students to take 870:151 and select one of the other two courses, 870:152 or 870:153. The change above now has students select 2 of the three courses and doesn't require any specific course amongst these three. Due to scheduling of other courses, or other circumstances that prevented the offering of all these courses on a regular basis, some students would have to substitute other courses to complete this minor. By changing the program as stated above, it is more flexible and students will be able to complete it quickly.

120 GEOLOGY MAJOR WITH ENVIRONMENTAL EMPHASIS

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/3/09 by Coleen.

Explanation & Justification

Maintained by Information Technology Services.
Send comments or suggestions to the Data Access Team.
Last Updated: 10/08/2008

Industrial Technology Abstract

Printer Friendly Version

330:010 New Course. Metal Removal Processes -- 3 hrs.
Theory of metal machining, cutting-tool technology, turning and related operations, drilling and related operations, milling, grinding and other abrasive processes, other machine tools, nontraditional machining and thermal cutting processes, metrology.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Student evaluation indicated course material in 330:123 Machining Principles were overlapping material from 330:008. The strategic plan of the Manufacturing Technology area was to reduce 330:008 from 4 semester credit hours to three credit hours and cover machining portion in proposed new course. In addition, by moving the machining principles to the proposed new course facilitates easier credit transfer from community colleges. Because of the wide topics in 330:008 and the four credit hours, it is very difficult to transfer credits. The 330:123 course was originally offered as 330:014 in the 2006- 2008 but was moved to a 100 level class to balance required major classes in Advanced Manufacturing concentration. Curriculum review indicated all manufacturing technology students should have these basic concepts for their 100 level classes.

330:023 New Course. Technical Drawing and Design II -- 3 hrs.
Engineering design process, geometric dimensioning and tolerancing pertaining to ANSI Y14.5M-1994, fasteners, gears, cams, assembly modeling, and rapid prototyping. Prerequisite: 330:024.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under restructured major. Proposed course combines (and eliminates) 330:106g Geometric Dimensioning and Tolerancing with some content material from 330:024 Technical Drawing and Design I. 330:024 was a four credit hour course that was difficult to transfer credit from a community college. Three credit hours for 330:024 provides flexibility in transferring credit. Since material in 330:106 is generally taught at a community college, course was identified as a freshman/sophomore level class. For this reason, 330:106g was dropped and course content included into proposed course. In addition, proposed course adds additional flexibility for transfer students from a community college.

330:072 New Course. Engineering Materials -- 3 hrs.
Introductory course of principles and properties of materials, including metals, composites (concrete & asphalt), ceramics, wood, glass, and polymers. Corrosion concepts integrated into course to understand impact on applications of materials. Lecture and lab. Prerequisites: 860:020 or 860:044; 880:054 or 880:130; Sophomore Standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Course was originally 330:172 Engineering Materials. Review of major courses and student evaluations indicated course needs to be at freshman/sophomore level. Restructuring of manufacturing technology major removed 330:132 Applied Metallurgy from technical core. Basic metallurgy concepts will be drawn from 330:132 into proposed new course. In addition, Construction Management students required basic metallurgy for their accreditation review.

330:096 **New Course. Construction Safety -- 3 hrs.**

OSHA standards (29 CFR Part 1926) for the construction industry. Fall protection, crane utilization, concrete & masonry, steel erection, demolition & scaffolding. Focus on the uniqueness of the construction industry & development of a comprehensive safety & health program. Prerequisite: Sophomore standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The construction safety course will better prepare construction management students for future careers in the construction industry.

330:231 **New Course. Thermodynamics of Material Processing -- 3 hrs.**

Application of thermodynamic principles & energy changes associated with processing of metals, ceramics & polymers. Concepts such as mass & energy balances, fundamental laws of thermodynamics, Gibb's free energy, & activity of binary liquid & solid solutions. Prerequisite: Consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The advanced course in material processing requires a fundamental knowledge of thermodynamics particularly in high temperature processing. There are no available graduate level courses specific to material processing. This course fills the educational needs for students who have graduated from the UNI Manufacturing Technology-Metal Casting Option and who would like to continue their education by obtaining a masters degree. Presently, a UNI student has already taken all possible graduate level courses. This course was proposed for our 2008-2010 curriculum cycle and was inadvertently deleted from the final curriculum packet. This course is listed in the 2008-2010 on-line UNI Catalog under the M.S. Program Requirements, option E. Manufacturing Materials Technical Emphasis. The course description is not included in the 2008-2010 UNI catalog. We wish to correct this omission and list this course as originally planned.

235 330:008

Change title, hours, and description. Title from (Manufacturing Materials and Processes) to "**Manufacturing Processes I**". Hours from 4 to **3**. Description: Materials and properties, fundamentals of metal casting, product design considerations, woodworking, plastics processing, metal forming, welding, assembly processes, powder metallurgy, and ceramic processing. Lecture and Lab.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured Manufacturing Technology major. Concepts of machining principles and operations will be covered in proposed 330:009 (Manufacturing Processes II). Proposed 330:009 used to be 330:123 Machining Principles.

236 330:024

Change title, hours, description, and prerequisites. Title from (Technical Drawing and Design) to "**Technical Drawing and Design I**". Hours from 4 to **3**. Description: Fundamentals of product design process, development of engineering drawings geometric constructions, multi-view projections, section views, auxiliary views, (pictorials) using 2D CAD software. Use of 3D CAD

techniques for design of parts/components.
Prerequisites: 330:017 or equivalent.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require core freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured Manufacturing Technology major. Proficiency exam is included to insure incoming students have adequate skill level in CAD. Credit hours were reduced. Some course content was transferred to proposed 330:026 (Technical Drawing and Design II).

238

330:043

Drop "g". Change number and prerequisites (Managing Manufacturing Systems). New number **330:043**.
Prerequisite: Sophomore Standing. [Formerly 330:143g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Designation of g was dropped. Course structure is an overview of manufacturing business principles with an introduction integrated manufacturing systems and is not suited for a graduate level class. Topics and concepts are introductory and course pedagogy is more appropriate freshman/sophomore level course. Students desiring to major or minor in business would have an excellent background for individual courses (related subject in course description) offered through the Business College. In addition, the concepts provide a foundation for students seeking an MBA or industrial graduate program upon graduation. Course also provides required background concepts for 330:145 Production Planning and Process and 330:180 Lean Manufacturing. Concepts and topics can also be integrated into other 100 level courses in Manufacturing Technology providing a stronger interdisciplinary structure for these 100 level courses.

236 330:055

Change title, and description. Title from (Graphic Communications Foundations I) to "**Graphic Communications Foundations**". Description: Overview of concepts and practices for printing processes and technologies for print reproduction. Topics covering industrial printing practices,finishing and binding techniques, with an emphasis on individual and collaborative projects. Includes lecture and lab.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
In order to consolidate and streamline overall course objectives, and better address the needs of students studying modern graphic communications by providing classes that better address the needs of the graphics industry.

236 330:060

Change prerequisite (Fundamentals of Automated Manufacturing). Prerequisite: Sophomore Standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
330:008 prerequisites were dropped since prerequisite topics are generally not related to course content. Sophomore Standing was included to permit manufacturing technology students adequate scheduling time to complete all freshman and sophomore level classes while maintaining course work balance with LAC.

239 330:**080** Change number and prerequisites (Statics and Strength of Materials). New number **330:080**. Prerequisites: 860:020 or 860:044; 880:054 or 880:130; Prerequisite or Corequisite: **330:072;** Sophomore Standing. [Formerly 330:170].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Proposed 330:072 (Engineering Materials) was added since course requires knowledge of materials properties. Course number was changed to emphasize freshman/sophomore undergraduate level class. Concepts and topics are introductory and is necessary for most 100 level courses in Manufacturing Technology and Construction Management. Dropping the course from 100 level to 000 level facilitates easier transferring of credits from a community college.

236 330:106g

Drop Course. Geometrc Dimensioningand Tolerance -- 2 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Content of proposed new course 330:026 (Technical Drawing and Design II) will include new material as well as content of 330:106. Some instructional content of 330:024 Technical Drawing and Design I will be added to proposed 330:026 (Technical Drawing and Design II) to reduce credit hours of 330:024 Technical Drawing and Design I from four to three. Restructuring of the courses will facilitate easier transfer credit from community colleges for both Technical Drawing and Design I and II. The old curriculum structure made it difficult to transfer credit from community colleges for 330:024 (course was at 4 hours and most community colleges are at 3 credit hours) and 330:106g (g level courses are not recommended for transferring). Manufacturing Technology majors will be impacted.

237 **330:113** Drop "g". Change number and prerequisites (Manufacturing Tooling). New number **330:113**. Prerequisites: 800:048 or 800:060; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; Junior Standing or Consent of Instructor. [Formerly 330:113g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured manufacturing technology major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course.

237 330:115 Change title, description, and prerequisites. Title from (Mechatronics) to "**Fundamentals of Electrical & Electronic Technology**". Description: Basic DC/AC electrical circuits, electrical machines, analog/ digital electronics fundamentals, electronic devices/systems, actuators, sensors, AD/DA converters and their applications. Prerequisites: 800:046 or equivalent.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
We do not have a chance to offer the existing 330:115 Mechatronics course during the 2008-2009 academic year. Now there is a demand particularly from Graphic Communications, Construction Management, and Technology Management programs for a basic electrical and electronics technology course that covers fundamentals of AC/DC circuits, electrical machines, analog/digital electronics, sensors, electronic devices, and analog/digital converters. Because the students in Graphic Communications, Construction Management, and Technology Management programs may not take physics courses, the prerequisites of 880:054 or 880:130 is dropped, and the required physics knowledge will be delivered within the course.

237 **330:119** Drop "g". Change number, description, and prerequisites (Computer Applications in Industrial Technology). New number **330:119**. Description: Study of major technology-oriented programming software including spreadsheet applications, technical report writing, database management, and presentation graphics. Applications are introduced as solutions to specific technology problems through programming exercises. Prerequisites: Sophomore Standing. [Formerly 330:119g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Course content and pedagogy appropriate for undergraduate level class and not suited for graduate level.

237 330:121g Change title, description, and prerequisites. Title from (Manufacturing Technology Systems) to "**Applied Technology Systems**". Description: Applications and analysis of technology systems. Also includes equipment operation, maintenance, and safety. Prerequisites: 330:008; 330:009; 330:024; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Changing the title and description to better depict the course content.

237 330:122g Change prerequisites (Advanced CAD and Modeling). Prerequisites: 330:024; **330:023;** Junior Standing or Consent of Instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Addition of proposed 330:026 (Technical Drawing & Design II) integrates concepts of technical drawing and geometric dimensioning and tolerancing. 330:122g expands on these concepts and how they can be integrated into a parametric modeling software platform.

237 330:123 Drop Course. Machining Principles -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Course content is being transferred to proposed 330:009 Manufacturing Processes II.

237 330:127 
Change prerequisites (Transport Phenomena for Technologists). Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower classes (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course.

237 **330:132** 
Drop "g". Change number, description, and prerequisites (Applied Metallurgy). New number **330:132**. Description: Advanced principles of metallurgy, properties, microstructural analysis, heat treatment, testing, and inspection of metals and alloys used in manufacturing. Lecture and lab. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010; 330:072;** Junior Standing or Consent of Instructor. [Formerly 330:132g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore)of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

237 **330:134** 
Drop "g". Change number and prerequisites (Molding Practices in Metal Casting). New number **330:134**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor. [Formerly 330:134g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

237 330:135g Change prerequisites (Product Design). Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:024; **330:023;** 330:122; Junior Standing or Consent of Instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class.

237 **330:136** Drop "g". Change number and prerequisites (Melting Practices in Metal Casting). New number **330:136**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor. [Formerly 330:136g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

237 **330:137** Drop "g". Change number and prerequisites (Tooling Practices in Metal Casting). New number **330:137**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:0xx [009 Mfg Processes II];** 330:024; **330:0xx [026 Tech Drwg & Des II];** 330:060; **330:0xx [080 Stats and Strnth of Matls]; 330:0xx [072 Engr Matl]; 330:0xx [043 Mng Mfg Sys];** Junior Standing or Consent of Instructor. [Formerly 330:137g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

238 **330:142** Drop "g". Change prerequisites (Statistical Quality Control). New number **330:142**. Prerequisites: 800:046 or 800:048 or 800:060 or 800:072; Sophomore Standing. [Formerly 330:142g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Designation of g was dropped. Course structure is not appropriate for a graduate level class.

238 **330:144** Drop "g". Change description and prerequisites (Web Publishing). New number **330:144**. Description: Development of interactive websites with content management tools. Emphasis on creating website for accessibility and usability, digital content management, and site layout and maintenance. Lecture on current graphics' industry issues and hands-on web publishing activities. Prerequisite: 330:022. [Formerly 330:144g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The prerequisite has changed reflecting the drop of the "g" designation for the course. The new prerequisite was added to provide background information and skills for the proposed class. Description change relates better with the needs of the graphic communication students and an emphasis on needs of the industry.

238 **330:145** Drop "g". Change prerequisites (Production Planning and Control). New number **330:145**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010**; 330:024; **330:023**; 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor. [Formerly 330:145g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

238 **330:147** Drop "g". Change number and prerequisites (Computer Aided Manufacturing). New number **330:147**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor. [Formerly 330:147g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

238 **330:148** Drop "g". Change prerequisites (Machine Design). New number **330:148**. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072**; Junior Standing or Consent of Instructor. [Formerly 330:148g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class. Designation of g was dropped but junior standing was retained. Topics and concepts are advanced and course pedagogy fosters development of critical thinking and problem solving skills for a junior/senior level course. Course structure is inappropriate for a graduate level class.

238 330:149 Change prerequisites (Construction Estimating). Prerequisites: 330:018; 330:025; 330:045. Prerequisite for Construction Management majors: student must have a minimum UNI GPA of 2.20 to take 100-level construction management courses or student will be dropped. Co-requisite of 330:124.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
More flexibility of scheduling for Construction Management and transfer students. Dropping co-requisite of 330:125.

238 330:150g Change description (Graphic Communications Imaging). Description: Explorations of conventional graphic arts imaging technologies and processes including screen printing processes, dye sublimation, and other conventional imaging technologies. Emphasis on technical information and hands-on experiences.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Description change adds some needed processes to the overall goal of the course.

238 330:151g

Drop Course. Computer Integrated Manufacturing -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
No longer part of Manufacturing Technology major. Has not been offered in over four years.

238 **330:152** Drop "g". Change prerequisites (Advanced Analog Electronics). New number **330:152**. Prerequisites: 330:037; 330:039; 330:041; 800:048 or 800:060; sophomore standing. [Formerly 330:152g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
It is a sophomore level technical core course and students are required to take the course before junior/senior level courses. Course content is appropriate for undergraduate level and is not suitable for a graduate level.

238 330:155g Change prerequisites (Finite Element Analysis). Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072;** Junior Standing or Consent of Instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class.

238 **330:156** Drop "g". Change description and prerequisites (Advanced Digital Electronics). New number **330:156**. Description: Arithmetic circuits, sequential logic circuit analysis and synthesis, counters and registers, shift registers, memory devices, digital and analog interfaces, ADC, DAC, and Multiplexing. Lecture and lab. Prerequisites: 330:037; 330:039; 330:042 or 810:041; Sophomore standing. [Formerly 330:156g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
It is a sophomore level technical core course and students are required to take this course before junior/senior level courses. Course content is not suited for graduate level.

238 330:158g Change title, description, and prerequisites. Title from (Graphic Communications Foundations II) to "**Graphic Communications Technical Visualization**". Description: Development of technical presentations by utilizing digital graphics and technologies for new approaches to visualization; lecture and skills development for creating 2D simulations and animations, data based graphics and charts, and creation of technical presentations. Prerequisites: 330:022; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This Technical Visualization course extends the digital graphics experience for the GC student to have a better understanding of creating and developing scientific and technical visualization projects for industry. The emphasis is on learning the tools for creating visualization projects for an industrial setting. The lecture for the course includes topics related to data models, simulations, and technical presentations.

238 330:163g Change description (Advanced Digital Prepress). Description: Development, layout, and content management of single and complex color publications in a digital workflow environment. Lecture and hands on collaborative group work and individual projects for

prepress, packaging, and variable data print projects.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
These changes are meant to clarify the goals of the graphic communications curriculum to provide students with the skills needed in industry.

239 330:169 Add Prerequisite. Change description and prerequisites (Digital Imaging). Description: Photography fundamentals for digital imaging. Emphasis on developing calibration, creating profiles for digital cameras, imaging technologies, and output devices. Lecture and hands-on capturing and manipulating digital images for cross applications and content management. Prerequisite: 330:022.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
These changes are in line with overall goals of the Graphic Communications Curriculum. The description clarifies the course content better.

239 330:171 Drop Course. Technical Work Experience -- 2 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
No longer offered. Has not been in course schedule for over four years.

239 330:172g Drop Course. Industrial Materials -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Concepts of 330:172 Engineering Materials are being combined with some basic concepts of metallurgy into a new course proposed 330:072 Engineering Materials which will be offered at a sophomore level.

239 330:177g Change description and prerequisites (Advanced Manufacturing Processes). Description: Fundamentals of Production Lines, Rapid Prototyping, Semiconductor Manufacturing, IC Fabrication and Packaging, Introduction to Nanotechnology, Nanofabrication Processes, Process Planning, Group Technology, Concurrent Engineering, Design for Manufacturability. Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level

courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class.

239 330:**180** 
Drop "g". New number **330:180**. Change title and prerequisites. Title from (Introduction to Lean Manufacturing) to "**Lean Manufacturing**". Prerequisites: 800:048 or 800:060; 860:020 or 860:044; 880:054 or 880:130; 330:008; **330:010;** 330:024; **330:023;** 330:060; **330:080; 330:072; 330:043;** Junior Standing or Consent of Instructor. [Formerly 330:180g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Expansion of prerequisites reflect the importance for lower class (freshman/sophomore) of completing technical competencies necessary to foster an experiential learning environment and provide appropriate and critical background information for topics discussed in the upper level class.

239 330:187g 
Change prerequisites (Applied Industrial Supervision and Management). Prerequisites: 150:153 or 330:131 or **330:043;** Junior Standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students will require freshman/sophomore technical core competencies for junior/senior level courses and major concentrations under the restructured major. Prerequisite course number is proposed to change from 330:143 Managing Manufacturing Systems to proposed 330:043 Managing Manufacturing Systems.

240 330:192g 
Change prerequisites (Non-Destructive Evaluation of Materials/Scanning Electron Microscopy). Prerequisites: 330:132 or **330:072;** Junior Standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Prerequisite of 330:172 is proposed to change to 330:072 (Engineering Materials).

240 **330:196** 
Drop "g". Change number, description, and prerequisite (Industrial Safety). New number **330:196**. Description: Examination of the directives mandated for General Industry (29 CFR Part 1910) by the Occupational Safety and Health Administration (OSHA). Emphasis on developing and implementing a comprehensive safety and health program. Prerequisite: Sophomore Standing. [Formerly 330:196g].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
It is imperative that students enrolled in the department are exposed to safety directives by OSHA. Since the university is mandated by OSHA to obey and follow all health and safety regulations, it is important that students are exposed to these rules and regulations as early as possible in their

academic career.

MANUFACTURING TECHNOLOGY DESIGN MINOR (new minor)

Available to all UNI majors except Manufacturing Technology majors.

Required:
Industrial Technology: 330:017 (3);
330:024 (3); 330:023; 330:122 (3);
330:135 (3)..... ..... 15 hours
Math and Science: 800:048 or 800:060;
860:020 or 860:044; 880:054 or 880:130.. 12 hours
27 hours

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 11/11/09, per UCC meeting 9/30 and 10/28.

Explanation & Justification
Several areas such as Industrial Mathematics, Graphic Arts, and Physics have programs and minors that are related to design. The minor will enhance this particular areas and provide interdisciplinary education for students identified in these areas.

150 CONSTRUCTION MANAGEMENT MAJOR (retitle and restatement of major)

New Title:
Construction Management Major (Extended Program)

-- Revise to read:

The B.S. Construction Management major requires a minimum of 126 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 126 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Student must earn a minimum UNI GPA of 2.20 to register for upper division (100-level) Construction Management courses.

Required Core:
Construction sciences/construction: 330:018;
330:025; 330:045; **330:072**; **330:080**; **330:096**;
330:100; 330:124; 330:125; 330:126; 330:128;
330:149; 330:153; 330:154; 330:173;
330:175; 330:185..... 51 hours
Required:
Business and management:
Accounting: 120:030 ..... 3 hours
Management: 150:080; 150:101; 150:145 ..... 9 hours
Economics: 920:020*; 920:024 ..... 6 hours
Mathematics and science:
Mathematics: 800:060; 800:072 ..... 7 hours
Chemistry and Biochemistry: 860:044 ..... 4 hours
Physics: 880:054 ..... 4 hours
84 hours

*800:072 or 800:092 is a prerequisite for 920:020. Either 800:072 or 800:092 may be used to satisfy Category 1C of the Liberal Arts Core.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Chane to abstract by Diane 11/11/09, per UCC meeting 10/28. Added "Extended Program" to title.

Explanation & Justification

We are restating our major to incorporate the changes made within the Manufacturing Technology major. We are also replacing 330:196 Industrial Safety with a construction specific safety course, proposed 330:096 Construction Safety.

151 GRAPHIC COMMUNICATIONS MAJOR (restatement of major) and change title to:
GRAPHIC TECHNOLOGIES MAJOR

-- Revise to read:

The Graphic **Technologies** major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours,. Liberal Arts Core courses included in major program requirements are distingished by italics.

Required:
Management: 150:153 or **330:043** ..... 3 hours
Industrial Technology: 330:022; 330:055; 330:065; 330:070; **330:115**; 330:144; 330:158; 330:161; 330:169; 330:179 (3 hrs.); 330:187; 330:194; 330:196 ..... **41 hours**
Management options 150:163 or 150:166 (if 150:153 taken) or 330:187 (if 150:153 or 330:043 taken)
Mathematics: 800:046 ..... **4 hours**
Computer Science: **810:020** ..... **3 hours**
Electives:
One of the following ..... **3-4 hours**
Physics: 880:011 or 880:012 or 880:054
or
Chemistry and Biochemistry: 860:010 or 860:020 or 860:044
Two of the following ..... 6 hours
Industrial Technology: **330:150**; 330:163.
Art: 600:025; 600:125; 600:127.
60-61 hours

Total number of hours changes from 59-62 to **60-61 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09 to also reflect change in title submitted on Form Gb 5392.6. Change to abstract by Diane 11/11/09 to reflect change in total hours per UCC meeting 9/30.

Explanation & Justification

Graphic communication has changed extensively over the past 10 years away from chemicals and mechanical machinery to electronics and computer based systems. Removing the core requirements of (860:020 or 860:044) Chemistry as a science to (810:020) Computer Science reflects this change, as well as requiring (330:115) an electronics course. Chemistry and Physics have been moved to Technical Electives as an option for persons within the Graphic Communications major and their LAC requirements. 330:150 Grapic Communications Imaging was moved to the Technical Electives from required courses and 330:169 Digital Imaging was

moved from the Technical Electives to the required electives because of the move toward using digital technologies over conventional applications. 800:072 statistics was removed from the Core requirements since 800:046 met the pre-requisites of the major and statistics was removed as a requirement for (330:043). Providing management course options 150:163 or 150:166 (if 150:153 taken) OR 330:187 (if 150:153 or 330:043 taken) allows students to have more options than are presently provided for in existing major as well as offering the students more opportunities in their educational experience.

150-151 MANUFACTURING TECHNOLOGY MAJOR (restatement of major)

-- Revise to read:

The B.S. Manufacturing Technology major requires a minimum of 126 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 126 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required mathematics and science core :
Mathematics: 800:048 or 800:060 ..... **4 hours**
Chemistry: 860:020 or 860:044 ..... 4 hours
Physics: 880:054 or 880:130 ..... 4 hours
Required technical core:
Industrial Technology: 330:017 or equivalent*

(*approved by department).....0-3 hours
Industrial Technology: 330:008; **330:010;**
330:024; **330:023**; **330:043;** 330:060;
330:080; 330:072; 330:112; 330:142;
330:187; 330:196; 330:197. .....**36 hours**
Concentration: choose one of the following three
concentrations .....**18 hours**
66-69 hours

Advanced Manufacturing: 330:113; 330:145; 330:147; 330:177; 330:180; **3 hours electives** (see below).
Manufacturing Design: 330:113; 330:122; 330:135; 330:148; 330:155; **3 hours electives** (see below).
Metal Casting: 330:127; 330:132; 330:134; 330:136; 330:137; **3 hours electives** (see below).
Select elective hours from the following:
Industrial Technology: 330:017; 330:036; 330:037; 330:038; 330:113; 330:115; 330:119; 330:127; 330:131; 330:145; 330:177; 330:179 (3 hrs. max.); 330:180; 330:183; 330:188; 330:192.
Management: 150:113; 150:119.
Communication: 48C:141; 48C:173.
English Language and Literature: 620:106.
Philosophy: 650:142.
Sociology: 980:102.

Total number of hours decreases from 75 to **66-69 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 11/11/09, per UCC meeting 10/28. Added 0-3 hours line.

Explanation & Justification
Major is reduced from 75 Major Credit Hours to 66 Major Credit Hours. Restructured major allows for more flexibility in accepting credit from transfer students and community college graduates. Courses of proposed 330:009 (Metal Removal Processes); proposed 330:026 (Technical Drawing

and Design II); 330:060; proposed 330:080 (Statics and Strength of Materials); proposed 330:072 (Engineering Materials); proposed 330:043 (Managing Manufacturing Systems) were moved to freshman/sophomore level to (1) provide a more rigorous and firm background for 100 level classes, (2) fosters interdisciplinary discussion in 100 level classes, and (3) provides more balance to course work for manufacturing technology majors (for 2008-2010 curriculum cycle, 20 out 25 of the major semester hour courses were junior/senior level classes; proposed changes place 14 out of 24 major semester hours courses at the junior/senior level). The proposed restructuring of the major enhances academic rigor and provides a more focused experiential learning environment for the majors.

152 MASTER OF SCIENCE DEGREE PROGRAM (restatement of MS Degree)

-- Revise to read:

Major in Technology

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Industrial Technology for any other admission requirements. Graduate information and application for graduate admission can be found at **www.grad.uni.edu/admission/default.aspx**.

This major requires as a prerequisite a bachelor's degree with a major in technology, technology education, engineering, or related technical fields. This major offers several technical emphases: A. Industrial Management; B. Construction Management; C. Electrical Engineering Technology; D. Graphic Communication; E. Manufacturing Materials; F. Manufacturing Technology; and G. Technology Education and Training. Degree admission to the Master of Science in Technology for technical emphases A, B, C, D, E, and F require an applicant to have:

1) earned a minimum of 8 semester hours of college mathematics and 8 semester hours of college physics and/or chemistry and biochemistry or other science related to the major area (this may be either graduate or undergraduate credit);
2) earned a minimum of 15 semester hours in a major technical field and 8 semester hours in supporting technical subjects;
3) 3 semester hours of approved co-op education/internship or relevant experience;
4) department application;
5) Graduate College application;
6) TOEFL score of 550 (paper-based)/213 (computer-based) for applicants for whom English is not their first language;
7) three professional references; and
8) a minimum undergraduate grade point average of 3.00.

A student with an interest in Emphasis G will comply with items 3 to 8 from above, as well as the following:
1) completed a minimum of one course in college mathematics, one course in college physics and/or chemistry or other science related to the major area, and one course in computer programming;
2) evidence of professional or leadership experiences.

All technical emphases available in the Master of Science Technology degree program require the thesis with a minimum of 34 semester hours. A minimum of 15 hours of 200-level course work is required for this degree program. The successful completion of the departmental Professional Career Development Plan (PCDP) is required. Successful completion of a final written and/or oral comprehensive examination before pursuing the thesis is required. Students must complete 6 semester hours of 330:299.

Required foundation for all technical emphases ..... 19 hours
Industrial Technology: 330:282; 330:288;
330:378. (7 hrs.):
Required Research (9 hrs.):
Industrial Technology: 330:292; 330:299.
Select one of the following (3 hrs.):
Mathematics: 800:121g.
Measurement and Research: 250:180.
Psychology: 400:239.
Emphasis (choose from one of following emphases) ... 15 hours
34 hours

A. Industrial Management Technical Emphasis (15 hours)
This emphasis provides advanced education for individuals who wish to expand their qualifications for supervisory positions in industry, business, and government.

Required:
Management: 150:262 ..... 3 hours
Industrial Technology: 330:258; 330:295 ..... 6 hours
Select two courses from the following: ..... 6 hours
Management: 150:249.
Industrial Technology: 330:225; 330:250; 330:294.
Psychology: 400:157; 400:158.

B. Construction Management Technical Emphasis (15 hours)
This technical emphasis provides the most recent integration of construction technology developments and competencies to establish an awareness of contemporary construction management.

Required:
Industrial Technology: 330:260; 330:262; 330:265. 9 hours
Select two courses from the following:..... 6 hours
Industrial Technology: 330:125; 330:126; 330:153;
330:154; 330:173; 330:175; 330:185.

C. Electrical Engineering Technology Technical Emphasis (15 hours)
This emphasis promotes greater depth of understanding the electrical and electronic engineering technology fields, and provides opportunities to develop special research and application skills directly related to individual competencies, needs, and objectives. Graduates will be prepared for technical and managerial positions in electrical, electronics, and information technology organizations with most of the advanced software and hardware facilities.

Required:
Industrial Technology: 330:242; 330:244; 330:248. 9 hours
Select two courses from the following:..... 6 hours
Industrial Technology: 330:103; 330:104; 330:157;
330:160; 330:165; 330:166; 330:167.

D. Graphic Communication Technical Emphasis (15 hours)
This emphasis provides advanced training and education for the individual wanting to update or establish proficiency as a manager in the graphic industry, developer of graphic communications materials, or a developer of graphic communications programs for the industry.

Required:
Industrial Technology: 330:194; 330:286; 330:294. 9 hours
Select two courses from the following:..... 6 hours

Industrial Technology: 330:114; 330:150; 330:158;
330:161; 330:163; 330:169.

E. Manufacturing Materials Technical Emphasis (15 hours)
This emphasis explores advanced topics related to the fundamental physical aspects of materials processing and materials application during product design. Process management and quality assurance concepts are integrated into this area to provide the individual with a broad experience in material processing and selection. This technical emphasis prepares students for technical and managerial positions related to material processing fields or product development areas.

Required:
Industrial Technology: **330:231**; 330:234; 330:235.9 hours
Select two courses from the following:..... 6 hours
Industrial Technology: 330:188.
Mathematics: 800:124; 800:176.
Physics: 880:144; 880:148.

F. Manufacturing Technology Technical Emphasis (15 hours)
This emphasis provides advanced topics related to the manufacturing processes as practiced in the modern manufacturing industries. Students should be in a position to develop the technologies for optimizing the manufacturing operations.

Required:
Industrial Technology: 330:250; 330:273; 330:275. 9 hours
Select two courses from the following:..... 6 hours
Marketing: 130:263.
Management: 150:249.
Industrial Technology: 330:258; 330:295.
Economics: 920:260.

G. Technology Education and Training Technical Emphasis (15 hours)
This emphasis provides advanced education and intensity for individuals in the areas of Technology Education or Technology Training or both. The Technology Education emphasis is designed to meet the needs of current industrial technology (formerly industrial arts) teachers, or those who have previously completed a bachelor's degree in Technology Education. The Technology Training emphasis is designed to meet the needs of those who wish to expand their qualifications for careers in business and industrial organizations. Through this emphasis, graduates learn the pedagogical and administrative methods needed to assist new and experienced employees to gain the skills and knowledge necessary to fully contribute their talents to the organization in which they are employed.

Required:
Industrial Technology: 330:168 or 330:178;
330:290; 330:195 or 330:291; 330:294 .....12 hours
Instructional Technology : 240:245 or
Psychology: 400:232 ..... 3 hours

Total number of hours remains the same.

Provost/Registrar Notes:

Explanation & Justification
Course 330:231 was accidentally left out of the previous curriculum packet. Diane Wallace pointed out that the original new course proposal form (Form D) was not included in the final 2008-2010 course curriculum packet. The decision was made to add 330:132g in its place. We are including the original course into the Manufacturing Materials Technical Emphasis as originally intended.

151 TECHNOLOGY EDUCATION AND TRAINING MAJOR -TEACHING (restatement of major and change in title)
New title: **TECHNOLOGY EDUCATION MAJOR--TEACHING**

-- Revise to read:

The **Technology Education Major-Teaching** major requires a minimum of 125 total hours to graduate. This total includes Liberal Arts Core requirements, the Professional Education Requirements and the following specified major requirements, plus electives to complete the minimum of 130 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required:
Science core: **860:020**..... **4 hours**
Technology core:
Industrial Technology: 330:017or equivalent* (*approved by dept.)..... 0-3 hours
Industrial Technology: 330:008;
330:009; 330:018; 330:022; 330:024; 330:036;
330:114 or 330:121.....**22 hours**
Education and training core:
Industrial Technology: 330:019; 330:120;
330:178; 330:190; 330:195.....15 hours
Electives in industrial technology: **(choose from construction and energy & power)**..... **9 hours**
50-53 hours

Note: **Technology Education Major-Teaching** will be waived from 240:020 of the Professional Education Requirements. A student changing majors to a different teaching major would be required to complete 240:020.

Total number of hours increases from 48 to **50-53 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: change to abstract by Diane 10/28/09 to also reflect change in title as submitted on separate Form Gb 5429.1

Explanation & Justification
Removing 330:017 because it is no longer a prerequisite for 330:024. We are adding 330:009 to provide our students with a more extensive background in manufacturing processes. Student outcomes assessment and program alumni input indicated that we should add more manufacturing process content to our major.

151 TECHNOLOGY EDUCATION AND TRAINING MAJOR--TRAINING OPTION

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Coleen 10/15/09. Previous restatement of this major option deleted from abstract 10/28/09.

Explanation & Justification

152 TECHNOLOGY EDUCATION AND TRAINING MINOR - TEACHING (restatement of minor and change in title)
New title: **TECHNOLOGY EDUCATION MINOR-TEACHING**

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Industrial Technology: 330:017 or equivalent*

(*approved by department).....0-3 hours
Industrial Technology: 330:008; **330:010**; 330:018; 330:019; 330:022; **330:024**; 330:036; 330:190; 330:195..... **28 hours**
Electives in industrial technology: **(choose from construction or energy and power)**..... 3 hours
31-34 hours

Total number of hours decreases from 32 **to 31-34 hours**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09 to reflect change in title submitted on separate form Gb 5422.3. Change to abstract by Diane 11/11/09 to reflect addition of line 0-3 hours.

Explanation & Justification
We are removing 330:017 and replacing it with 330:024 which more appropriately satisfies technical graphic content requirements. We are adding 330:009 to provide our students with a more extensive background in manufacturing processes. 330:008 previously was a 4 sh class that included both metals and non-metals technology. 330:008 has been revised to a 3 sh course and covers non-metals fabrication. 300:009 3 sh is needed to pick up the metals fabrication technology that was formerly included in 330:008. 330:009 is a proposed new course for the 2010-2012 curriculum cycle. It is currently being offered as 330:123 in the 2008-2010 UNI catalog. To reduce the length of the program to more closely approach the minimum required for state licensure/endorsement we are dropping 330:178.

151 TECHNOLOGY MANAGEMENT MAJOR (restatement of major)

-- Revise to read:

The Technology Management major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required:
Industrial Technology: 330:017 or equivalent* (*required dept. approval).....0-3 hours
Industrial Technology: 330:008; 330:018; 330:022; **330:024**; 330:036; 330:065; 330:114; **330:119**; 150:153 or **330:043** or 330:131; 330:142; 330:187; 330:196..... 37 hours
Mathematics: 800:072 ..... 3 hours
Chemistry and Biochemistry: 860:010 or 860:020 or 860:044 ..... 4 hours

Physics: 880:011 or 880:012 or 880:054 ..... 3-4 hours
Electives in industrial technology ..... 18 hours
65-69 hours

Total number of hours increases from 62-64 to **65-69 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
1)Reduce the credit hours for 330:008 from 4 to 3 hours. 2)330:020 Communication Systems class will be dropped as a major requirement and 330:119 Computer Applications in Industrial Technology will be added. 330:024 is being added so students will have fundamental knowledge of technical drawing and design. The changes are being made to strengthen the technical supervision and management component of the major.

152 TECHNOLOGY MANAGEMENT MINOR (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Industrial Technology: **330:119**; 150:153 or **330:043**
or 330:131; 330:142; 330:187; 330:196..... 15 hours

Mathematics: 800:072 ..... 3 hours
Electives in industrial technology ..... 6 hours
24 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
330:020 Communication Systems class will be dropped as a requirement and replaced with 330:119 Computer Applications in Industrial Technology. The change is being made to strengthen the management component of the Minor.

152 Program title change

Graphic Technologies Minor (restatement of minor)

--Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Industrial Technology: 330:022; 330:055; 330:070;
330:161; 330:196 ..... 17 hours

Electives: two courses from the following:
Industrial Technology: 330:144; 330:150; 330:158;
330:163; 330:169; 330:194 ..... 6 hours
23 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract by Coleen 10/15/09.

Explanation & Justification

The Graphic Communications Minor is proposing a name change to the Graphic Technologies Minor in order to better reflect the focus and curricular changes that were started in earnest in the Fall of 2008. (Curriculum revisions implemented with 2008-2010 UNI Catalog.) This is also in response to an Academic Program Assessment Task Force recommendation to reorganize.

Maintained by **Information Technology Services**.
Send comments or suggestions to the **Data Access Team**.
Last Updated: 10/08/2008

Form E - Restatement of Major/Minor/Emphasis/Certificate

Dept/School: Mathematics **College:** College of Natural Sciences

1. **Catalog Page:** 170
   Present Program Title: Mathematics Major-Teaching

2. **Proposed restatement of the program as it should appear in the Catalog**

The Mathematics-Teaching major requires a minimum of 122-123 total hours to graduate. This total includes Liberal Arts Core requirements , the Professional Education Requirements, and the following specified major requirements to complete the minimum of 122-123 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required:

Mathematics:

Common core: 800:060; 800:061; 800:062; 800:076

Teaching core: 800:143; 800:160; 800:165 or 800:166; 800:173; 800:180 or 800:185; 800;183; 800:188; 800:190; two of the following - 800:144; 800:162; 800:189

15 hours

30 hours

Computer Science: 810:030 or 810:035 or 810:036 or 810:051

3-4 hours
Total

48-49 hours

For departmental approval to student teach, a student in the program must satisfy the University requirements to student teach and the following departmental requirements.
1. Must earn a C- or better in 800:060, 800:061, 800:076, 800:143, 800:160, 800:165 or 800:166, 800:173, 800:188, 800:190, and 800:096.
2. Must complete all of the courses in the major with a major grade point average of 2.5 or higher.

3. **When was the last time a change was made to this program?**
   2007

4.

If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.]

This does not apply.

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5. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

Majors must now choose one of four Computer Science courses to meet a programming requirement. 800:096 is removed as an option for completing that requirement. No changes in prerequisites will result.

In addition, the criteria a student must meet to qualify for student teaching is changed (the major G.P.A. requirement is moved from 2.25 to 2.5) and clarified.

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6. Explanation and justification

The change in the computer programming requirement reflects a change in interpretation of the State requirements for licensure to teach Mathematics.

Essentially all students graduating with the major have been meeting the higher G.P.A. requirement for student teaching. The new requirement correlates better with the UNI Teacher Education Requirement that the overall G.P.A. must be 2.5 or higher.

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7. Describe how this change will affect the usage of computer and library resources and facilities

Some computer lab usage will shift from the Mathematics lab to Computer Science labs. Changes in library usage will be minimal.

---

8. Consultation summary: Click the appropriate response(s)
[Must consult with all those identified in #5 and #7 above] NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Ridenhour, Jerry R	12/09/2008	Wallingford, V Eugene	Has Impact - Has Objections	01/21/2009
Ridenhour, Jerry R	02/05/2009	Heston, Melissa L	No Impact	02/05/2009
Ridenhour, Jerry R	12/13/2009	Wallingford, V Eugene	Requested	12/13/2009
Ridenhour, Jerry R	12/13/2009	Wallingford, V Eugene	Requested	12/13/2009
Ridenhour, Jerry R	12/13/2009	Heston, Melissa L	Has Impact - No Objections	12/14/2009

For Library (Form J-L) Consultations:

No consultation requested

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From:	Ridenhour, Jerry R
Consultation Requested:	01/13/2009
Consultation Status:	No further consultation needed
Consultation Status Date:	01/15/2009

9. Will this proposed new program increase the total budgetary requirements of the Department?

No

a. **If No, explain why not**

Mathematics has normally been offering only one section of 800:096 each academic year, and those students should be easy to accommodate among the four Computer Science options.

The change in qualification for student teaching will not impact budgets.

b. **If Yes, identify the total costs**

(1)	Staff	$0.00
(2)	Additional facilities	$0.00
(3)	Equipment	$0.00
(4)	Support personnel	$0.00
(5)	Library requirements	$0.00
(6)	Computer service	$0.00
(7)	Educational technology	$0.00
(8)	Other services:	$0.00
TOTAL:		$0.00

Form J-T Ed

TO:	Heston, Melissa L, Office of Teacher Education
FROM:	Ridenhour, Jerry R *(Dept. head initiating proposal)*
CONSULTATION REQUEST DATE:	01/13/2009
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.) A change in the Mathematics Major-Teaching is being proposed that restricts the choics of a course to meet the technology and computer programming requirement to 800:096 (formerly, there was a choice among 800:096 and four Computer Science courses).

Consultation Response History

Date	Status/Response	Notes	User
01/13/2009	Requested	Initial Consultation Request	Ridenhour, Jerry R
01/15/2009	No further consultation needed		Heston, Melissa L

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO:	Wallingford, V Eugene - 0507 *(Dept. Head affected by proposal)*
FROM:	Ridenhour, Jerry R - 0506 *(Dept. Head initiating proposal)*
CONSULTATION REQUEST DATE:	12/13/2009
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.) Changes in the Mathematics Teaching major and minor are being made to reflect recent changes in the interpretation of State standards.

Consultation Response History

Date	Status/Response	Notes	User
12/13/2009	Requested	Initial Consultation Request	Ridenhour, Jerry R

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO:	Heston, Melissa L - 0602 *(Dept. Head affected by proposal)*
FROM:	Ridenhour, Jerry R - 0506 *(Dept. Head initiating proposal)*
CONSULTATION REQUEST DATE:	12/13/2009
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.) Changes in the Mathematics Teaching major and minor are being made to reflect recent changes in the interpretation of State standards.

Consultation Response History

Date	Status/Response	Notes	User
12/13/2009	Requested	Initial Consultation Request	Ridenhour, Jerry R
12/14/2009	Has Impact - No Objections	I encourage the Math department to begin work on revisions that will address the challenges created by the new state interpretation of state standards.	Heston, Melissa L

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO:	Wallingford, V Eugene - 0507 *(Dept. Head affected by proposal)*
FROM:	Ridenhour, Jerry R - 0506 *(Dept. Head initiating proposal)*
CONSULTATION REQUEST DATE:	12/13/2009
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.) The computer programming requirement in the Mathematics teaching major or minor is being changed, per recent discussions.

Consultation Response History

Date	Status/Response	Notes	User
12/13/2009	Requested	Initial Consultation Request	Ridenhour, Jerry R

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO:	Wallingford, V Eugene - 0507 *(Dept. Head affected by proposal)*
FROM:	Ridenhour, Jerry R - 0506 *(Dept. Head initiating proposal)*
CONSULTATION REQUEST DATE:	12/09/2008
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.) We would like mathematics teaching majors be required to take Technology and Programming for Secondary Mathematics (800:096) to satisfy the programming requirement in the major. This would result in removing computer science courses from the list of options.

Consultation Response History

Date	Status/Response	Notes	User
12/09/2008	Requested	Initial Consultation Request	Miller, Catherine M
12/16/2008	Requests Further Consultation	The CS faculty are still discussing the implications of this change.	Wallingford, V Eugene
01/20/2009	Requested	Re-submit of consultation	Ridenhour, Jerry R
01/21/2009	Has Impact - Has Objections	The Computer Science faculty understand the Mathematics Education faculty's desire to include more technology for mathematics teaching in its teaching programs. However, we object strongly to this proposed change for two reasons: 1. This proposal likely violates the Iowa Department of Education's requirements for teaching endorsements . The Mathematics K-8 endorsement requires "completion of twenty-four semester hours in mathematics to include course work in algebra, geometry, number theory, measurement, _computer programming_, and probability and statistics." Only the Logo portion of 800:096 focuses on programming, and even then the material is taught by a math educator, not a computer scientist or programmer. We believe that prospective Math teachers should at least have the option of satisfying the state's "computer programming" requirement with a course in computer programming. 2. This proposal shortchanges math teaching majors. In most middle and high schools, math teachers are the people most likely to teach computing and related courses. Without exposure to computer programming in a more complete setting, these teachers are ill-prepared to teach such courses to their students. At a time when the State of Iowa is working actively to increase the number of K-12 graduates prepared to study for careers in computing and information technology, further decreasing the computing background of K-12 educators is ill-advised. The Department of Computer Science did not object formally when Mathematics loosened its math education programming requirement by adding 800:096 Technology and Programming for Secondary Mathematics as an alternative to a programming course, though the CS faculty shared the same concerns then. We feel a need to object strongly this time.	Wallingford, V Eugene

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO:	Heston, Melissa L - 0602 *(Dept. Head affected by proposal)*
FROM:	Ridenhour, Jerry R - 0506 *(Dept. Head initiating proposal)*
CONSULTATION REQUEST DATE:	02/05/2009
RE:	PROPOSED CURRICULUM CHANGE NOTIFICATION (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.) This is a second consultation with Teacher Education on the restatement of the Mathematics Major-Teaching, this one dealing with changes in the criteria by which a student qualifies to student teach. The impact is expected to be minimal as students are already meeting the higher G.P.A. requirement.

Consultation Response History

Date	Status/Response	Notes	User
02/05/2009	Requested	Initial Consultation Request	Ridenhour, Jerry R
02/05/2009	No Impact		Heston, Melissa L

Mathematics Abstract

Printer Friendly Version

800:095 New Course. Exploring Mathematics Teaching -- 1 hr
Exploration of mathematics teaching with well-qualified teacher speakers, classroom discussions about innovative teaching, student learning and teaching as a profession. A brief field experience will be included.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course is designed to recruit and retain more mathematics teaching majors in response to the need of these teachers in Iowa.

800:145g New Course. Mathematics of Finance -- 3 hrs
Measurement of interest, annuities, yield rates, amortization and sinking funds, bonds, term structure of interest rates, interest rate sensitivity, stocks and derivatives, elements of risk management. Prerequisites: 800:060, junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the Abstract 10/20/09 by Coleen.

Explanation & Justification
The course is needed to prepare students in Actuarial Science for actuarial exams administered by the Society of Actuaries and the Casualty Actuarial Society.

800:250 New Course. Deterministic Operations Research -- 3 hrs
Overview of optimization models, mathematical programming (linear, integer, goal), optimization software LINGO, transportation and assignment problems, network models(shortest-path, maximum-flow), multi-period planning problems. Prerequisites: 800:062, 800:076.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The proposed course is required for all three emphasis areas in the PSM program in industrial mathematics.

800:251 New Course. Probabilistic Operations Research -- 3 hrs.
Decision making under uncertainty, Markov chains, deterministic and probabilistic dynamic programming, inventory control, production scheduling, supply chain management, portfolio optimizations. Prerequisites: 800:062, 800:076, 800:152.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The proposed course is available for all the PSM students in industrial mathematics, and it is a preferred (i.e., in a "choose 3 of 7 category") elective in the Continuous Quality Improvement Emphasis and in the Mathematical Computing and Modeling Emphasis.

800:252 New Course. Discrete-Event System Simulation -- 3 hrs.
Discrete-event systems simulation theory including

input analysis, output analysis; applications of simulation software ARENA to studying performances of systems such as bank services, call centers, material-handling systems, and computer networks. Prerequisites: 800:062, 800:072.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The proposed course is required for all three emphasis areas in the PSM program in industrial mathematics.

800:253 New Course. Modeling Industrial Systems Using Queueing Networks -- 3 hrs.
Queueing networks, applications to modeling and evaluating industrial systems such as flexible manufacturing systems, pull-type production systems, polling systems in computer networks, handoff schemes in cellular mobile networks; computational package MATLAB. Prerequisites: 800:062; 800:076; 800:152.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The proposed course is available for all the PSM students in industrial mathematics, and it is a preferred (i.e., in a "choose 3 of 7 category") elective in the Continuous Quality Improvement Emphasis and in the Mathematical Computing and Modeling Emphasis.

800:270 New Course. Applied Linear Statistical Methods for Secondary Mathematics Teachers -- 3 hrs.
Elements of experimental design. Statistical inferential processes, confidence intervals and hypothesis tests, for comparing means, medians and proportions from multiple groups. Prerequisite: 800:072, 800:173 or consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Iowa is adopting a new high school mathematics curriculum (ICC) soon and this class aligns better with data analysis strand in the ICC, thereby supporting the needs of graduate students in the MA program for secondary mathematics students more robustly, but is not enough to prepare high school mathematics teachers to implement the ICC. We need a second course in statistics to do this.

288 800:080
Drop Course. Mathematics Of Finance -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the Abstract 10/20/09 by Coleen.

Explanation & Justification
800:145g is a required course for students interested in an actuarial career. The course content contains the extended syllabus recommended for Exam FM of the Society of Actuaries (Exam II of the Casualty Actuarial Society).

288 800:096
Change description (Technology and Programming for Secondary Mathematics Teachers). Description: Introduction to technologies (calculators, spreadsheets, and dynamic geometric & statistical

programs)used in mathematics classrooms (5-12). Activities to develop facility with the technologies and programming skills while addressing mathematics and pedagogical implications.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Description change to reflect current practice. Specific names of software have been removed.

288 800:121g

Change prerequisites (Applied Statistical Methods for Research). Prerequisites: 800:064 or 800:072; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:064 provides much the same statistical preparation as does 800:072, the difference in the courses being mostly in the choice of examples and applicaions.

288 800:122g

Change prerequisites (Statistical Computing). Prerequisites: 800:064 or 800:072; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:064 provides much the same statistical preparation as does 800:072, the difference in the courses being mostly in the choice of examples and applicaions.

288 800:124g

Drop Course. Modeling for Industrial Mathematics -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
See Section 6 of the Program Restatement for the PSM Major in Industrial Mathematics.

288 800:126g

Drop Course. Operations Research Models -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
See Section 6 of the Program Restatement for the PSM Major in Industrial Mathematics.

288 800:131

Change prerequisites (Mathematical Reasoning for Teaching II). Prerequisites: 800:031; junior standing; UNI and cumulative GPA of 2.50 or better.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The course was designed as a junior level course, requiring more sophisticated reasoning and more maturity than is required in 800:031, the first course in the sequence. Some students are expecting to take the course as freshmen, immediately after taking 800:031. The prerequisite change is to remedy that problem.

289 800:165g

Change title. Title from (Introduction to Modern Geometries) to "**Modern Geometries**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students tend to think this is easier than 800:166 (Advanced Euclidean Geometry) but the two courses are equally challenging. We don't want student to select which geometry class to take based on this misconception.

289 800:166g

Change title. Title from (Advanced Euclidean Geometry) to "**Euclidean Geometry**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Students tend to think this course is more difficult than 800:165 (Intro to Modern Geometries) when in reality they have approximately the same level of difficulty. Therefore, students use this misconception in choosing a geometry course.

289 800:171g

Change prerequisites (Spatial Data Analysis). Prerequisites: 800:064 or 800:072 or 980:080; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:064 provides much the same statistical preparation as does 800:072, the difference in the courses being mostly in the choice of examples and applicaions.

289 800:172g

Change description (Statistical Methods). Description: Descriptive statistics; elementary probability; estimation and hypothesis testing from an intuitive approach; use of statistical packages. Not open for credit to students with credit in 800:064, 800:072 or 800:174.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:064 and 800:072 are essentially equivalent in statistical content (but differ in examples and applications). So the existing restriction with regard to 800:072 is extended to also include 800:064.

290 800:176g Change title and prerequisites. Title from (Numerical Analysis I) to "**Numerical Analysis**".

Prerequisites: 800:061; 800:076; 810:030 or 810:035 or 810:036 or 810:051 or equivalent; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:178 Numerical Analysis II is being dropped, so 800:176 will become Numerical Analysis rather than Numerical Analysis I. The change in prerequisites is based on recommendations by the Computer Science department and accurately communicates that programming skills are needed but a particular language is not.

290 800:177g

Drop Course. Linear and Non-Linear Programming -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
See Section 6 of the Program Restatement for the PSM Major in Industrial Mathematics.

290 800:178g

Drop Course. Numerical Analysis II -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
See Section 6 of the Program Restatement for the PSM Major in Industrial Mathematics.

290 800:201 Change prerequisites (Mathematical Analysis I). Prerequisite: 800:140; Corequisite: 800:141 or consent of instructor (Offered odd springs).

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The subject matter of 800:141 used in 800:201 can be presented simultaneously with an offering of 800:201. The change will enable the Department to offer the course only every second year, rather than yearly, thus addressing low enrollment problems.

291 800:240 Change prerequisites (Abstract Algebra I). Prerequisite: 800:160; Corequisite: 800:162 or consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The subject matter of 800:162 used in 800:240 can be presented simultaneously with an offering of 800:240. The change will enable the Department to offer 800:240 only every second year, rather than yearly, thus addressing low enrollment problems. The course will be offered in even springs rather than every fall.

291 800:271 Change title, description, and prerequisites. Title from (Teaching Statistics at the Secondary Level) to "**Probability and Statistics for Secondary Mathematics**

Teachers". Description: Discrete and continuous random variables, central limit theorem, regression, correlation, analysis of covariance and categorical data analysis. Multiple regression, ANOVA and categorical data analysis, will provide students with tools to analyze real data sets. Prerequisite: 800:072, 800:173 or consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Iowa is adopting a new high school mathematics curriculum (ICC) soon and this class aligns better with data analysis strand in the ICC, thereby supporting the needs of graduate students in the MA program for secondary mathematics students more robustly.

291 800:274

Drop Course. Project Management for Sciene Professionals -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
See Section 6 of the Program Restatement for the PSM Major in Industrial Mathematics.

292 800:280 Change hours and description (Mathematics at the Secondary Level). Hours from 3 to **1-3**. Description: History of secondary mathematics in the U.S. Overview of the most recent reform movement in mathematics education; its effect on the teaching and learning of high school mathematics. May be repeated on different topics for up to 3 hours of credit.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Currently, graduate students in this program take mathematics courses in the summer. To sustain their momentum in the mathematics education component of the MA degree and to make connections among the mathematics content they study and what they teach, having this course available in parts each summer will serve the students well.

172 CERTIFICATE IN CONTINUOUS QUALITY IMPROVEMENT (restatement of certificate)

-- Revise to read:

Program Certificate

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following program certificate, contact the Department of Mathematics or the Office of the Registrar, which serves as the centralized registry.

Certificate in Continuous Quality Improvement

The Continuous Quality Improvement certificate provides academic coursework that covers all of the Body of Knowledge (BOK) on

which the American Society for Control (ASQ) Six Sigma Black Belt certification examination is based, as well as the overwhelming majority of the BOK on which the ASQ Quality Engineer certification examination is based. The coursework requirements are a subset of those required in the Continuous Quality Improvement Option of the Professional Science Masters Degree in Industrial Mathematics. The certificate is awarded on successful completion of the following courses:

Required:
Mathematics: 800:121; **800:123; 800:157; 800:250;** 800:272; 800:289 (Seminar in Lean and Six-Sigma Methods in Industry, 2 hours) ..... 17 hours
17 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
This is part of several changes initiated to provide greater flexibility in the PSM offerings. See Sections 5 and 6 of the Program Restatement for the PSM Major in Industrial Mathematics for details.

171 MA IN MATHEMATICS-MATHEMATICS EMPHASIS (restatement of MA program)

-- Revise to read:

Major in Mathematics

The major in Mathematics is available with two emphases: Mathematics and Secondary Teaching.

The Mathematics emphasis is available on the thesis and non-thesis options. A minimum of 36 hours is required for the thesis option, including 6 hours of 800:299 and a minimum of 15 additional hours of 200-level course work. A minimum of 32 hours is required for the non-thesis option, including a minimum of 2 hours of 800:299 and a minimum of 15 additional hours of 200-level course work.

The Secondary Teaching emphasis is offered on a non-thesis option only and requires a minimum of 32 hours, including a minimum of 2 hours of 800:299 and a minimum of 24 additional hours of 200-level course work.

The Graduate Record Examination (General Test) is not required for admission to the program.

Successful completion of a final written comprehensive examination is required for the non-thesis option on the Mathematics emphasis only.

Courses taken to satisfy B.A. requirements may not be repeated to count toward the graduate program.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should contact the Department of Mathematics for any other admission requirements. Graduate information and application for graduate admission can be found at **www.grad.uni.edu/admission/default.aspx**.

Mathematics Emphasis

Required:
Mathematics: 800:155 or 800:189; 800:201; 800:203;
800:240 ..... 12 hours
At least two of the following: 800:202; 800:204;
800:241; 800:266 ..... 6 hours
Research: 800:299 .....2 or 6 hours
Thesis option (6 hours)
Non-thesis option (2 hours)
Electives from the following ..... 12 hours
Mathematics: Any of the courses listed above that
were not used for the requirements there, or
from among the following: 800:141; **800:143;**
800:149; 800:150; 800:152; 800:154; **800:156;**
800:157; 800:158; 800:161; 800:162; 800:167;
800:168; 800:169; 800:174; 800:175; **800:176;**
800:180 or 800:185; 800:181; 800:182; 800:187;
800:196; 800:210; 800:246; 800:263; 800:273 ..... 12 hours
32 or 36 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Both 800:143 and 800:156 are legitimate electives for this program, so they are being added. 800:178 is being dropped from the curriculum as part of the revision of the PSM program.

171 MA MATHEMATICS SECONDARY TEACHING EMPHASIS (restatement of MA program)

-- Revise to read:

Secondary Teaching Emphasis

Required:
Mathematics Education/Technology: 800:280; 800:281;
800:291; 800:293 ..... 12 hours
Mathematics: 800:140; 800:162 or 800:240; 800:243;
800:246; 800:266 or 800:267; 800:271 **and**
800:270..... **21** hours
33 hours

Total number of hours increases from 32 **to 33 hours**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Since this MA program is recognized by the state for CC licensure and needs to be aligned with the future Iowa Core Curriculum for high school mathematics, we must add some more course work in statistics to meet the needs of the students.

169 MATHEMATICS MAJOR (restatement of major)

-- Revise to read:

The Mathematics major requires a minimum of 120 total hours to

graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required:
  Mathematics:
    Common core: 800:060*; 800:061; 800:062; 800:076..15 hours
    Mathematics core: 800:140; 800:141; 800:160;
      800:162 .....12 hours
Electives ..... 12-13 hours
  Mathematics: either 800:194 and four courses
    as described below, or 800:195 and three
    course as described below. One course must
    be from each of Groups I, II, III. If a
    fourth course is required, it may be either
    any other course from Groups I, II, III, or
    any course that has one of the courses from
    Groups I, II, and III as a prerequisite.
      Group I: 800:155; 800:161; **800:165 or 800:166;**
        800:167.
      Group II: 800:142; **800:143;** 800:149; 800:152;
        800:156; 800:176**.
      Group III: 800:144; 800:169; 800:180; 800:181;
        800:182; 800:185.
                39-40 hours

*800:060 requires prerequisite of 800:046, or 800:043 and 800:044, or equivalent.
**800:176 requires 810:030, 810:035, 810:036, or 810:051 as a prerequisite.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09 - addition of * for 800:060

Explanation & Justification

These two courses (800:166 and 800:143) were added to the curriculum as part of the secondary teaching major. They also serve as legitimate electives in the mathematics major, and this change recoginizes that fact.

170 MATHEMATICS MAJOR-COMPUTER SCIENCE EMPHASIS

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to abstract on 11/5/09 by Coleen.

Explanation & Justification

170 MATHEMATICS MAJOR-STATISTICS AND ACTUARIAL SCIENCE (restatement of major and retitle)

New Title: **MATHEMATICS MAJOR-STATISTICS/ACTUARIAL SCIENCE**

-- Revise to read:

The Mathematics-**Statistics/Actuarial** Science major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major

requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

The major is available in two emphases, the Actuarial Science Emphasis and the Statistics Emphasis. Both emphases have common core, Computer Science, seminar/research, emphasis core and elective requirements.

Required:
Common core: 800:060*; 800:061; 800:062; 800:064 or 800:072; 800:076; 800:152; 800:174 ..... 24 hours
Computer Science requirement: 810:030 or 810:035 or 810:036 or 810:051..... 3-4 hours
Seminar/research requirement: 800:194 or 800:195 ..... 1-3 hours
Actuarial Science core: three of 800:1xx (proposed as 800:145); 800:153; 800:170; 800:197 ..... 9 hours
Statistics core: three of 800:121, 800:123; 800:175; 800:196 ..... 9 hours
Electives: 800:121; 800:122; 800:123; 800:1xx (proposed as 800:145); 800:146 (3 hrs.); 800:153; 800:154; 800:157; 800:158; 800:170; 800:171; 800:175; 800:176; 800:196; 800:197 ..... 6 hours
Actuarial Science Emphasis

This emphasis requires completion of the common core, the seminar/research requirement, the Actuarial Science core, and six (6) hours of electives that do not duplicate course work chosen to meet the Actuarial Science core requirement.
43-46 hours

Statistics Emphasis

This emphasis requires completion of the common core, the seminar/research requirement, the Statistcs core, and six (6) hours of electives that do not duplicate course work chosen to meet the Statistics core requirement.
43-46 hours

*800:060 requires 800:046, or 800:043 and 800:044, or equivalent as a prerequisite.

Total number of hours increases from 42-44 to **43-46 hours.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Addition of title change to abstract by Diane, per UCC meeting.

Explanation & Justification
The change in 800:080 is to to accommodate syllabus changes in the Society of Actuaries Exam FM. With the separation into emphases, those graduating with the Actuarial Science Emphasis on their transcript will be clearly identified as having the required Actuarial Science background. Prior to this change, it was not clear which graduates were primarily in Statistics and which were primarily in Actuarial Science. A potential accreditation by the Society of Actuaries will require such an identification.

170 MATHEMATICS MAJOR-TEACHING (restatement of major)

-- Revise to read:

The Mathematics-Teaching major requires a minimum of 122-123 total hours to graduate. This total includes Liberal Arts Core requirements, the Professional Education Requirements, and the following specified major requirements to complete the minimum of 122-123 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

Required:
Mathematics:
Common core: 800:060*; 800:061; 800:062; 800:076..15 hours
Teaching core: 800:143; 800:160; 800:165 or
800:166; 800:173; 800:180 or 800:185;
800;183; 800:188; 800:190; two of the
following - 800:144; 800:162; 800:189 .....30 hours
Mathematics: 800:096 .....**3 hours**
48 hours

For departmental approval to student teach, a student in the program must satisfy the University requirements to student teach and the following departmental requirements.

1. Must earn a C- or better in 800:060, 800:061, 800:076, 800:143, 800:160, 800:165 or 800:166, 800:173, 800:188, 800:190, and 800:096.
2. Must complete all of the courses in the major with a major grade point average of 2.5 or higher.

*800:060 requires 800:046, or 800:043 and 800:044, or equivalent as a prerequisite.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09, per UCC meeting - addition of * statement.

Explanation & Justification
This course was designed to meet the technology needs of future secondary mathematics teachers while meeting the State requirement of having a programming course in the major/minor. Based on recent SOA data, this course has been well received and appears to meet the needs of our teaching majors. Essentially all students graduating with the major have been meeting the higher G.P.A. requirement for student teaching. The new requirement correlates better with the UNI Teacher Education Requirement that the overall G.P.A. must be 2.5 or higher.

170 MATHEMATICS MINOR (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Mathematics: 800:060*; 800:061; 800:076 ..... 11 hours
Electives from the following ..... 12 hours
Mathematics: 800:062; 800:074; **800:140;** 800:141;
800:142; 800:143; 800:144; 800:149; 800:150;
800:152; 800:154; 800:155; 800:156; 800:157;
800:158; 800:160; 800:161; 800:162; 800:165 or
800:166; 800:167; 800:168; 800:169; 800:173;
800:174; 800:175; **800:176; 800:180;** 800:181;

800:182; 800:185; 800:187; 800:189; 800:196.
23 hours

*800:060 requires 800:046, or 800:043 and 800:044, or equivalent as a prerequisite.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09, per UCC meeting - addition of asterisk statement.

Explanation & Justification
800:177 and 800:178 are being dropped from the course offerings as part of the redesign of the PSM program. Adding 800:140 will make the minor more accessible to students, especially Economics majors (with the Quantitative Techniques Emphasis).

170 MATHEMATICS MINOR-TEACHING (restatement of minor)

-- Revise to read:

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
Mathematics: 800:060; 800:061; **800:064** **or** 800:072 or 800:173; 800:076; **800:096;** 800:143; 800:160; 800:165 or 800:166; 800:188; 800:190 ..... 32 hours
32 hours

Total number of hours changes from 32-33 **to 32 hours**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
800:064 will meet the needs of prospective teachers as well as 800:072 or 800:173 do. The materials on calculators and on special programs like Geometer's Sketchpad, Logo, and Fathom that are currently taught in 096 are judged to be completely essential to secondary mathematics teaching. In addition, 800:096 contains a unit on programming that meets the basic need in that direction.

171-172 PSM MAJOR IN INDUSTRIAL MATHEMATICS (restatement of PSM major)

-- Revise to read:

Major in Industrial Mathematics

This major is **a non-thesis program. Three emphases are available, the Continuous Quality Improvement Emphasis, the Mathematical Computing and Modeling Emphasis, and the Actuarial Science Emphasis.** A minimum of 34-35 hours **is required.** A minimum of twelve (12) hours of 200-level course work is required.

The Graduate Record Examination (General Test) is not required for admission to the program.

No comprehensive examination is required for this non-thesis option.

The Professional Science Masters Degree in Industrial Mathematics is designed to prepare students for a career in industry. The curriculum combines a business and experiential component with **advanced coursework in one of the three available emphases.** Requirements for admission to the program include the completion of a bachelors degree with a GPA of 3.00 or higher and successful completion of the following university-level courses: single and multivariable calculus (800:060, 800:061, 800:062), linear algebra (800:076), **an introduction to statistics (800:072), and a course in computer programming (810:030, 810:035, 810:036, 810:051, or an equivalent).**

Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx.

All emphases require a business and experiential component, a seminar experience, Mathematics core courses, emphasis core courses, and electives.

Business and experiential component: ..... 9 hours
Mathematics: 800:275
Science and Science Education: 820:209
Seminar experience: 800:289 (Seminar in Lean and Six Sigma Methods in Industry, 2 hrs.) or 820:289 .....1-2 hours
Mathematics core: 800:250; 800:252 ..... 6 hours
Actuarial Science core: three of 800:145; 800:153; 800:158; 800:170; 800:197..... 9 hours

Continuous quality improvement core: three of 800:123; 800:157; 800:175; 800:196; 800:272; 800:251; 800:253 ..... 9 hours

Mathematical computing and modeling core: three of 800:125; 800:149; 800:150; 800:176; 800:251; 800:253; 800:277 ..... 9 hours
Elective courses: 800:121; 800:122; 800:123; 800:125; 800:143; 800:145; 800:149; 800:150; 800:152; 800:153; 800:154; 800:155; 800:156; 800:157; 800:158; 800:170; 800:171; 800:174; 800:175; 800:176; 800:196; 800:197; 800:251; 800:253; 800:272; 800:273; 800:277; 130:191 or 130:263; 150:250; 150:272; 160:151; 160:152; 160:266; 330:122; 810:147; 810:240; 880:205 ..... 9 hours
(see following for specifics)

Actuarial Science Emphasis

This emphasis requires the completion of the business and experiential component, the seminar experience, the Mathematics core, the Actuarial Science core and 9 hours of electives that do not duplicate course work chosen to meet the Actuarial Science core requirement.

34-35 hours

Continuous Quality Improvement Emphasis

This emphasis requires the completion of the business and experiential component, the seminar experience, the Mathematics core, the continuous quality improvement core and

9 hours of electives that do not duplicate course work chosen to meet the continuous quality improvement core requirement.

34-35 hours

Mathematical Computing and Modeling Emphasis

This emphasis requires the completion of the business and experiential component, the seminar experience, the Mathematics core, the mathematical computing and modeling core and 9 hours of electives that do not duplicate course work chosen to meet the mathematical computing and modeling core requirement.

34-35 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

The presently existing program is both hard to staff and too inflexible. 800:124, 800:126 and 800:274 (previously required courses) are being replaced by required courses (800:250 and 800:252) that we expect will be more relevant in industrial applications. Electives 800:177 and 800:178 are being replaced by new electives (800:251 and 800:253) for similar reasons. The new courses are being developed primarily by Dr. Bin Liu, who was hired in support of the PSM Program in Industrial Mathematics. Addition of the Actuarial Science Emphasis will utilize existing courses that are regularly offered and will be attractive as a graduate level option. The new list of electives will allow students to tailor the program to their needs and the broader base is expected to enhance employment opportunities.

171 STATISTICS AND ACTUARIAL SCIENCE MINOR (restatement of minor)

-- Revise to read:

Statistics and Acturarial Science Minor

Liberal Arts Core courses included in minor program requirements are distinguished by italics.

Required:
  Mathematics: 800:060*; 800:061; 800:064 or 800:072;
    800:152 ..... 14 hours
Electives ..... 9 hours
  Mathematics: 800:062; 800:076; 800:080; 800:121;
    800:122; 800:123; 800:146; 800:154; 800:157;
    800:158; 800:171; 800:174; **800:175; 800:196;**
    800:197.

23 hours

*800:060 requires 800:046, or 800:043 and 800:044, or equivalent as a prerequisite.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Change to abstract by Diane 10/28/09, per UCC meeting - addition of asterisk statement.

Explanation & Justification

800:126 and 800:177 are being dropped from the course offerings.

Maintained by Information Technology Services.
Send comments or suggestions to the Data Access Team.
Last Updated: 10/08/2008

Physics Abstract

Printer Friendly Version

880:080 New Course. Projects in Basic Robotics and Sensors - 1 hr.
Assembly of a mini-sumo robot, with motor, sensors and microprocessor. Implement line following. Explore modifications to the sumo hardware and software that will permit successful participation in a sumo robotics competition at the end of the course. Lab, 2 periods. Prerequisite or co-requisite: 880:054 and 880:056 or 880:130 and 880:131, or 800:046 and 330:037, or 810:041 or 810:051.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The Physics Department has offered a 1 credit hour Laboratory Projects course dedicated to mini-sumo robot construction for each of the previous three years (2006-2008). The department has a cooperative robotics and artificial intelligence effort with the departments of Computer Science and Industrial Technology. This course is an entry-level course to spur interest.

304 880:155g

Drop Course. Magnetism and Magnetic Materials -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
880:155(g) Magnetism and Magnetic Materials was conceived primarily as a course that would expand the array of electives in the PSM Applied Physics program. However, the course may be too specialized to attract a sufficiently large enrollment in the near future. An existing course, 880:174(g) Physics of Modern Materials, which has a broader appeal, could be offered more frequently in the future if the demand justifies it.

304 880:160g

Drop Course. Experiment Design -- 3 hrs.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The existing course 800:123(g) Design and Analysis of Experiments offered by the Department of Mathematics is nearly equivalent to 880:160(g) Experiment Design. To promote efficiency, 800:123(g) will replace 880:160(g) in the PSM curriculum. The course 800:121(g) Applied Statistical Methods for Research is a prerequisite for 800:123(g); however, 800:121(g) is already a required course in the PSM Applied Physics program and therefore does not represent a hidden prerequisite.

304 880:205 Change description and prerequisites (Modeling and Simulation of Physical Systems). Description: Computer simulation and visualization of physical systems. Students will code, debug and run basic simulations in C++ as well as more sophisticated simulations with other tools including parallel computing. Prerequisites: 880:150 and 810:036, or 800:176 and

810:036, or consent of instructor.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

The course description has been changed in order to clarify the course content. The prerequisites have been made somewhat more stringent to ensure that all enrolled students have the background in computer programming necessary for the successful completion of the course.

192 PHYSICS MINOR-TEACHING

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/4/09 by Coleen.

Explanation & Justification

192

PROFESSIONAL SCIENCE MASTERS: APPLIED PHYSICS (restatement of PSM Degree)

-- Revise to read:

This major is available on the non-thesis option. A minimum or 30 hours is required. A minimum of seventeen (17) hours of 200-level course work is required on the non-thesis option.

The Graduate Record Examination (General Test) is not required for admission to the program.

Successful completion of an oral comprehensive examination is required for this non-thesis option.

The Professional Science Master's Degree in Applied Physics prepares students for careers in applied physics or engineering businesses and industries. Emphasis is placed on blending core physics knowledge and applied skills with an understanding of business and an internship experience. Admission is restricted to students with a GPA of 3.00 or higher and a B.A. or B.S. in Physics or a related discipline. The be admitted, students must also have taken the following courses or their equivalents: Physics III (880:132) or equivalent; Modern Physics (880:137); and Modern Physics Laboratory (880:138) or a physics laboratory course at an equivalent level.

Students interested in this program must submit a completed Application for Admission to Graduate Study. Graduate information and application for graduate admission can be found at **www.grad.uni.edu/admission/default.aspx**.

Required:

Mathematics: 800:121; **800:123**	6 hours
Science and Science Education: 820:209; 820:215; 820:289; 820:295	11 hours
Physics: 880:205; 880:220	6 hours
Electives (Physics electives 100g or above):...	7 hours
Physics: **880:136**; 880:140; 880:144; 880:148; 880:150; 880:152; 880:166; 880:167; 880:172; 880:174.	
	30 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

880:160 is being replaced by 800:123 to promote efficiency. The courses are practically equivalent. 880:155 is being dropped from the physics curriculum (and from the PSM electives list) because the prospects are poor for sufficiently high enrollment in the future. An overview of the 880:155g course content will be included in future offerings of 880:174g (Physics of Modern Materials). 880:136 is being added to the list of electives to maintain the number of electives at the current level.

Maintained by **Information Technology Services**.
Send comments or suggestions to the **Data Access Team**.
Last Updated: 10/08/2008

Science Abstract

Printer Friendly Version

820:095 **New Course. Exploring Science Teaching -- 1 hr Exploration of science teaching with well-qualified teacher speakers, classroom discussions about innovative teaching, student learning, and teaching as a profession. Brief field experience included. (Offered Fall and Spring) Discussion one period. Prerequisites: Consent of instructor.**

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/5/09 by Coleen.

Explanation & Justification

This seminar is a recruiting seminar for science teaching. It is an outgrowth of the I TEACH seminar initiated by the Iowa Math and Science Education Partnership. The creation of this course institutionalizes the seminar offering. This course is intended to be a mechanism of recruiting students to science teaching majors and fulfills recommendations by the Academic Program Review and the recent Academic Program Assessment, as well as the Science Education Strategic Plan with respect to increasing our recruitment. The courses is a parallel course to Exploring Mathematics Teaching being added in the Mathematics Dept. and the 2 courses will be merged and team taught.

294 820:113g

Change hours (Techniques for Science Teachers). Hours from 1-3 to **1-5**.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/5/09 by Coleen.

Explanation & Justification

Fully 95% of the graduate students in the MA in Science Education are teacher practitioners and nearly 75-80% are enrolled in the MA cohort program where required core courses are delivered via the ICN to remote sites all over the state of Iowa. Many teachers also choose to take 820:113g for different topics over the span of the program. Some of the teachers need to take more than the currently allowed maximum of 3 hrs. (3 different offerings) of this course in order to achieve the required number of elective hours. This happens only for our cohort students, and in the past we have requested an extension of the number of repeat hours allowed. Due to recent administrative decision (Oct., 2009) based on the new SIS, extensions for the number of repeat hours will no longer be accepted.

294 820:181 Change description and prerequisite (Investigations in Physical Science). Description: Inquiry-oriented continuation of concepts and processes in chemistry and physics that include electricity, magnetism, light, sound, solutions, acids and bases, changes in matter, and chemical bonding. Integrated lecture/lab, 5 periods. (Offered even Springs). Prerequisite: 820:031.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

Updates course description and makes it parallel to the prerequisite course, Inquiry into Physical Science.

295 820:190g Change description and prerequisites (Orientation to Science Teaching). Description: Introduction to inquiry

science teaching including instructional planning and strategies, assessment, and classroom management. Highlights issues and trends in science teaching. Discussion 3 periods. Field experiences in secondary school classroom. (Fall and Spring). Prerequisites: 200:017; 200:030; a major or minor in a science area, junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

At present the sequencing of courses within the Teacher Education Professional Sequence as well as the sequencing of the science teaching methods courses makes it extremely difficult for post baccalaureate licensure students to complete the teacher preparation program in anything less than 2 full years. This will reduce the time by one semester. This change in prerequisites (from Level II to Level I) will also better serve some students not getting admitted to the Teacher Education program and thus not able to take Level II until their Junior year. It is also felt that we are losing some aspiring science teaching majors after Level I or during Level II because there is no direct connection between what the students see in those courses and teaching science. For some students, being able to take this course after Level I will enable them to see the connections between the Professional Sequence courses and their science teaching major.

295 820:193g Change title, description, and prerequisites. Title from (Current Curricula in the Physical Sciences) to "**Methods for Teaching Physical Science**". Description: Teaching approaches, instructional and assessment strategies, curricular and laboratory materials, and issues in Grades 5-12 physical science, physics, chemistry, and earth science. Field experiences in secondary school science classrooms. Discussion 3 periods. (Fall). Prerequisites: 200:128; 200:148; 250:150; 820:190; 820:196; junior standing.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

The course focus includes more than just curriculum. The new title and rewording the description allows for inclusion of current course topics that build on those in Orientation to Science Teaching and Current Technologies in Science Teaching, the prerequisite courses. The change in prerequisites reflects the change in prerequisites for 820:190, Orientation to Science Teaching. Those prerequisites had been Level II of the Professional Sequence. They are being changed to Level I. Therefore the Level II prerequisites for this course need to be explicitly stated.

295 820:195

Drop Course. Science Teaching Seminar -- 1 hr.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Added to the abstract on 11/5/09 by Coleen.

Explanation & Justification

The current need of recruiting science teaching majors needs to be made at the freshmen level. This course is a 100 level course and thus can't be used for this purpose. Also, the focus of needed course content will be different than the catalog listing for this course. Thus this course is being dropped and a new course added at the :000 level.

295 820:196 Change description (Current Technologies in Science Teaching). Description: Experiences with educational technologies used in science teaching including computer and calculator applications and supporting materials, web-based, and on-line resources. Discussion/lab, 3 periods. Field experiences in secondary school science classrooms.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Rewording of the course description includes a broader range of technologies currently in use in secondary science classrooms, thus updating the course description.

295 830:195 Change title. Title from (Environmental Science/Technology Internship) to "**Environmental Science/Health Internship**".

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The name change reflects the proposed elimination of the Environmental Technology emphasis and the addition of the Environmental Health emphasis in 2002.

295 830:285 Change title and description. Title from (Readings in Environmental Science/Technology) to "**Readings in Environmental Science/Health**". Description: Independent readings in environmental science/health from selected list approved in advance.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The change in course title reflects the proposed elimination of the Environmental Technology emphasis and the adoption of the Environmental Health emphasis in 2002.

296 830:289 Change title and description. Title from (Environmental Science/Technology Seminar) to "**Environmental Science/Health Seminar**". Description: Current topics in environmental science/health. Students will present one seminar per year.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The proposed name change reflects the proposed elimination of the Environmental Technology emphasis and the addition of the Environmental Health emphasis in 2002.

294 **CAP:140** Change number and description (Environment, Technology, and Society). New number **CAP:140**. Description: Emphasis on relationships and interactions of physical, biological, technological, and cultural components of environment. Study of selected interdisciplinary problems. Elaborates on student's previous university experience and develops environmental literacy. [Formerly 820:140].

Abstract OKed by Coleen/Diane

Provost/Registrar Notes: Previously listed as both CAP:140 and 820:140. Course 820:140 is being dropped.

Explanation & Justification
Currently the course is cross listed as CAP:140 and 820:140. We propose dropping the 820:140 for simplicity.

163 COMBINED B.A./M.S. OR B.S./M.S. ENVIRONMENTAL SCIENCE/TECHNOLOGY AND HEALTH

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

156 ENVIRONMENTAL STUDIES MINOR

--Drop Program.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

162 (M.S.) ENVIRONMENTAL TECHNOLOGY EMPHASIS

--Drop emphasis.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification

162

M.S. IN ENVIRONMENTAL SCIENCE/TECHNOLOGY AND HEALTH (restatement of MS degree)

-- Revise to read:

Major in Environmental Science and Health

The curriculum in the **Environmental Science and Health** program provides academic and research opportunities for students seeking terminal master's degrees. The curriculum emphasizes environmental related course work in the various disciplines (biology, chemistry and biochemistry, geology, industrial technology, physics, and environmental health) as well as additional courses selected from university offerings at large to assure a high level of competence in the student's area of major interest. Working in cooperation with the sciences, industrial technology, and health departments, graduate students are afforded excellent opportunities for field, laboratory, and industrial research through association with a large staff of scientists studying environmental issues.

Students interested in this program must submit a completed an Application for Admission to Graduate Study and be admitted to the program. Applications should include three letters of recommendation and transcripts of undergraduate and graduate credits. Graduate information and application for graduate admission can be found at **www.grad.uni.edu/admission/default.aspx**.

The Graduate Record Examination (General Test) is not required for admission to the program.

This program is available on the thesis option only. A minimum of 30 semester hours is required. A minimum of 18 hours of 200-level course work is required. Successful completion of a final written and oral comprehensive examination is required. Beyond the required courses, the graduate advisory committee for each

student will select additional course work tailored to the interests and research of the student.

Environmental Science Emphasis:
Required courses:
Environmental Science: 830:200; 830:235; 830:250 ..... 9 hours
Environmental Science seminar: 830:289 ..... 3 hours
Research: 830:299 ..... 6-9 hours
Electives .....9-12 hours
30 hours

Environmental Health Emphasis:
Required courses:
Environmental Science: 830:165; 830:200; 830:235 ..... 9 hours
Environmental Science seminar: 830:289 ..... 3 hours
Health Promotion and Education: 410:293..... 3 hours
Research: 830:299 .....6-9 hours
Electives .....6-9 hours
30 hours

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
Since we propose the elimination of the Environmental Technology emphasis and of the combined BA/MS or BS/MS due to low enrollment (see Form B), the major has been restated to reflect this change. 1. The name of the major has been changed to "Environmental Science and Health". 2. This sentence was deleted "Students wishing to pursue the Environmental Technology Emphasis must hold or be eligible to obtain a bachelor's degree in engineering or industrial technology." 3. The following section was deleted: Environmental Technology Emphasis: Required courses: Environmental Science: 830:200 or 830:235 or 830:250 3 hours Environmental Science seminar: 830:289 3 hours Research: 830:299 6-9 hours Electives 15-18 hours Total 30 hours 4. The entire section referring to combined B.A./M.S. and B.S./M.S. has been deleted.

198 

MIDDLE/JUNIOR HIGH SCHOOL SCIENCE TEACHING (restatement of major)

-- Revise to read:

The Middle/Junior High School Science Teaching major requires a minimum of 127 total hours to graduate. This total includes Liberal Arts Core requirements (pages xx-xx), the Professional Education Requirements, and the following specified major requirements to complete the minimum of 127 hours. Liberal Arts Core courses included in major program requirements are distinguished by italics.

This major is intended for students who wish to teach science at the junior high or middle school level. As a stand-alone major, it fulfills 5-12 General Science and Physical Science endorsements.

Required:
Educational Psychology: 200:152 ..... 3 hours
Science and Science Education: 820:190; 820:196; **210:150; 820:193; 840:193** ..... 14 hours
Biology: 840:051; 840:052 ..... 8 hours
Chemistry and Biochemistry: 860:044; 860:048* ..... 8 hours
Earth Science: 870:010**; 870:021; 870:022; 870:031.12 hours
Physics: 880:054; 880:056 ..... 8 hours

Electives in science: from biology, chemistry and biochemistry, physics, and earth science at the 100-level or above ..... 6 hours
59 hours

For completion of this major the grade point average in each of the four science disciplines must be a minimum of 2.00, with a 2.50 GPA in the major as a whole.

*Students with excellent preparation in chemistry may substitute 860:070 plus 3 hours of additional credit hours in chemistry electives for 860:044 and 860:048.

**870:010 must be taken for four semester hours of credit.

Notes:
1. Students with sufficient high school preparation may be allowed to omit some introductory courses and substitute other courses from the same department.

2. The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or 800:046.

Total number of hours remains the same.

Abstract OKed by Coleen/Diane

Provost/Registrar Notes:

Explanation & Justification
The prerequisites on some Middle Level Education Dual Major courses are problematic for the students in secondary science teaching majors. Also, the course requirements in the course that is being dropped from the existing major (Middle Level Classroom Management) require students to be away from campus for a full week in the middle of the semester for field experiences. The only way for science teaching majors to complete this (and avoid missing an entire week of classes which is not acceptable with lab courses) is to take the course in the spring semester and use Spring Break as the field experience week. This has caused major problems with course scheduling with the science courses in the major and with secondary science methods courses.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 1015 Docket Number _____

Title: Graduate Council policy revisions and course proposals

Standard Motions

_____1. Place at head of docket, out of regular order.

_____2. Docket in regular order.

_____3. Docket because of special circumstances for _____
And notify sender(s).

_____4. Refer to (standing committee) _____

_____5. Refer to (administrative officer) _____

_____6. Refer to (ad hoc committee) _____

_____7. Return to petitioner with request for a more specific proposal.

_____8. Return to petitioner with request for additional information and documentation.

_____9. Return to petitioner because of decision not to docket at this time.

_____10. Other procedural disposition _____

NOTES

Proposed Common Course Changes and Additions (Catalog p. 211)

These items could not be input into the online curriculum system because they are not attributable to a specific department or college.

This change was approved by the Graduate Council at its November 12, 2009 meeting.
Change in Existing Common Course Description

Proposed Catalog Description:
297 or 397 Practicum—2-3 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching. **May be repeated.**

Justification: This change is being proposed to bring the catalog in line with current practice.

Additional request: Please approve this change for immediate use. There are students who are slated for December graduation who cannot graduate without this change.

These changes were approved by the Graduate Council at its October 8, 2009 meeting.
New Common Course Numbers

1) Proposed Catalog Description:
059, 159, 159g, 259, **359**—Reserved for temporary courses of a special or experimental nature.

Justification: Some departments have a definite need to offer experimental courses at the doctoral level. An example is Curriculum and Instruction, which is now offering the externally-funded Reading Recovery program. This national program to educate Reading Recovery Trainers requires the courses for the trainers to be doctoral level. UNI has been offering these courses ad hoc for the past year, but does not have the course numbers available to transcript them.

Additional request: Please approve this change for immediate use. There are students who are slated for December graduation who cannot graduate without this change.

2) Proposed Catalog Description:
086, 186, 186g, 286, **386** Studies in "_____"—Courses to be offered by departments for specialized work not covered by regular courses. Credit and topic for "study" to be given in Schedule of Classes.

Justification: Some departments have a definite need to offer 'Studies in' at the doctoral level. Curriculum and Instruction and Special Education are two examples. This change would also aid in transcripting the Reading Recovery trainer courses mentioned in the 359 justification.

Additional Request: Please approve this change for immediate use. There are students who are slated for December graduation who cannot graduate without this change.

Proposed Residency Policy Revisions

APPROVED BY THE UNI GRADUATE COUNCIL OCTOBER 8, 2009

Master's degrees: Page 68, UNI Catalog 2008-2010

Proposed Catalog Wording (new text in **bold**, current bold text in *italic*, deletions ~~struck through~~)

9. *Residence*: At least two-thirds of the minimum hours required for a ~~particular thesis or non-thesis~~ master's degree program must be taken with members of the UNI **graduate** faculty ~~and must include 6 or more hours in one semester or summer session~~. The specialist and doctoral degree programs each have different residence requirements. For specific degree program requirements, see pages 72, 75, and 78. As soon as possible, students in a degree program should discuss their residence credit plan with their program advisor in their degree department.

After students have been admitted for the master's degree, and *provided that prior arrangements have been made* with the Dean of the Graduate College, they may take work at the University of Iowa, Iowa State University or the Quad-Cities Graduate Study Center. UNI may grant residence credit for this.

Specialist in Education (EdS) Degree: Page 72

Proposed Catalog Wording (new text in **bold**, current bold text in *italic*, deletions ~~struck through~~)

~~*On-Campus* Residence. Students must have completed at least 18 hours in residence credit on campus, including one semester or two summer sessions of full-time enrollment in residence after the master's degree.~~ **At least two-thirds of the minimum hours required for the Specialist in Education degree must be taken with members of the UNI graduate faculty.**

Doctor of Education (EdD) Degree: Page 75

Proposed Catalog Wording (new text in **bold**, current bold text in *italic*, deletions ~~struck through~~)

4. *Residence credit.* ~~Following admission to the Doctor of Education program, the student shall be enrolled for at least two courses from the approved program of study for each of two on-campus semesters.~~ **At least two-thirds of the minimum hours required for the Doctor of Education degree must be taken with members of the UNI graduate faculty.**

Doctor of Industrial Technology (DIT) Degree: Page 78

No change proposed, by request of the Industrial Technology Department.

4. *Residence credit.* The student must be enrolled in continuous, full-time study for one academic year plus the preceding or following summer session. The student shall be enrolled for a minimum of 18 hours of credit which may be distributed across three semesters over two consecutive academic years. Persons serving as graduate assistants in the department will be considered full-time if they carry at least 9 hours per semester in addition to the assistantship. Dissertation research will not be used to satisfy the residency requirement.

Justification for all changes:

- The current residence policies are outdated in focusing on on-campus courses. We have graduate programs that are delivered mostly off-campus by UNI faculty who travel there to teach them, and we have programs that are delivered substantially online.
- The current policies' specification of specific numbers of credits or courses in a semester is also outdated. We have students who complete graduate degrees one course at a time while working full time.
- There was a desire to standardize the residence requirement as much as possible.

Proposed Change in the Graduate Recency Policy (Catalog pp. 68, 74, 75)

APPROVED BY THE UNI GRADUATE COUNCIL NOVEMBER 12, 2009

Proposed catalog wording (new wording in **bold**, no deletions.)

Time Limitation (Recency of Credit)

Time limits on the completion of degrees have been established to ensure that a student who earns a UNI graduate degree is current in the discipline at the time of graduation. The allotted time to a graduate degree is seven years from the earliest course applied to the degree. Courses taken more than seven years prior to the granting of the degree cannot be used to meet degree requirements. **Any exception to this policy (waiver of recency) is at the discretion of the Associate Dean of the Graduate College, and a waiver of recency must be obtained prior to resuming work toward the degree. Waivers of recency will be subject to the following restrictions:**

If the student's original time limit expired less than one year ago, the student must explain why the degree could not be completed in the allotted time and the student must present a plan, subject to approval by the program, for degree completion within one to two academic terms (semesters, summer sessions).

If the student's original time limit expired over one year ago but under three years ago, the student must explain why the degree could not be completed in the allotted time, and the student and the program must present evidence that the student is still current in the discipline. The student must present a plan, subject to approval by the program, for the student to bring specific coursework into the appropriate recency period and to complete all degree requirements within two to four terms (semesters, summer sessions). If over 50% of the student's credit hours are within recency, the student's plan will include repeating, or otherwise bringing into recency, at least 33% of the out-of-recency credits. If over 50% of the student's credit hours are out of recency, the student's plan will include repeating, or otherwise bringing into recency, at least 67% of the out-of recency credits.

If the student's original time limit expired over three years ago but under five years ago, the student must explain why the degree could not be completed in the allotted time, and the student and the program must present evidence that the student is still current in the discipline. The student must present a plan, subject to approval by the program, to bring specific coursework into recency and complete all degree requirements within two-three years. If over 50% of the credit hours are within recency, the student's plan will include repeating, or otherwise bringing into recency, at least 50% of the out-of-recency credits. If over 50% of the student's credit hours are out of recency, the student's plan will include repeating, or otherwise bringing into recency, at least 75% of the out-of-recency credits.

In the above three cases, if an extension of time to complete the degree (waiver of recency) is granted, it will be the only extension the student receives. No further extensions will be granted.

If the student's original time limit expired over five years ago, the student must reapply for admission to the graduate program. If the student is accepted, only coursework that is within the recency period when the degree is granted may be used to satisfy degree requirements.

Extensions of time to complete the degree for military service or family medical leave

A current graduate student who enters active military service may request to have the recency period extended by a year.

A current graduate student who has a circumstance that would be covered by the Family Medical Leave Act (if the student were an employee) may request to have the recency period extended by a semester. The circumstances covered by the FMLA are listed at http://www.vpaf.uni.edu/hrs/benefits/fmla/index.shtml

Justification:
Regarding the policy itself: The actual recency policy is not changed by this proposal except for the Ed.D. degree. Due to catalog wording on pp. 74 and 75, Ed.D. students currently have up to 14 years to complete their degree requirements (7 years prior to degree status admission and 7 years after). An examination of the recency policies at other institutions found no recency period longer than 10 years. All Ed.D. programs were consulted numerous times, and were invited to attend a Graduate Council meeting at which recency was the main topic of discussion. The majority of the programs were unaware that they had a 14 year recency period and all were in agreement to use 7 years. Note that this change in policy would not affect any current Ed.D. students. It would only apply to students who are admitted to the Ed.D. program for Summer 2010 and later.

Regarding the guidelines for requesting a waiver of recency: The Graduate College and Graduate Council desire to make generally known to students and faculty the expectations for students who request a waiver of recency. This "tiered" system of expectations was developed by a subcommittee of the Graduate Council. The Graduate College hopes to implement a change in the online student request for waiver of recency to require the information specified in the policy. For an example of a paper form that might serve as a template for the online request form, see the last page. (Please note that the form is being included for informational purposes only. It would be an internal document and Faculty Senate action on it is not needed.)

Regarding the extensions for military service or family medical leave: The catalog currently contains no provision for extensions in these circumstances. The Graduate Council feels this is a significant lack and desires to include these provisions in the catalog.

Additional proposals from the GCCC Chair for editorial changes to the catalog:
General Regulation #2 on catalog p. 74 refers to recency with respect to the granting of candidacy status, an archaic step in the Ed.D. program that no longer exists. It is proposed that General Regulation #2 for the Ed.D., on p. 74, be modified to read:
Recency of Credit. Courses taken more than seven years prior to the granting of **the degree** cannot be used to meet degree requirements. **See catalog p. __.** {to reference the main text of the proposed recency policy}

It is proposed that General Regulation #9 for the Ed.D., on p. 75, be deleted, since it refers to admission to candidacy. Any modified statement would be duplicative of the modified regulation #2 and the proposed recency policy.

EXAMPLE

Plan for Degree Completion

The plan for degree completion must accompany the request for the waiver of recency.

Name:

Degree program:

Expiration of time limit of degree (check one)

_____ Less than one year ago (complete section A and B.1)

_____ Over one year ago but under three years ago (complete section A, B.2, and C)

_____ Over three years ago but under five years ago (complete section A, B.3, and C)

_____ Over five years ago (reapply for admission to the graduate program)

Section A: Explanation for expiration of time limit
Explanation of why the degree could not be completed in the allotted time.

Section B: Plan for degree completion
Based on expiration of time limit of degree, please include the following information in the plan for degree completion.

1. If less than one year ago, plan must include how the degree requirements will be completed in one to two academic terms (semesters, summer session)

2. If over one year ago but under three years ago, plan must include how key coursework (33% or 67%--see catalog) will be brought into recency and how all degree requirements will be completed within two to four terms (semesters, summer session).

3. If over three years ago but under five years ago, plan must include how key coursework (50% or 75%--see catalog) will be brought into recency and how all degree requirements will be completed within two to three years.

Section C: Evidence of being current in the field
Evidence of remaining current in the discipline (e.g., working in the discipline, other education)

Proposed Change to Required 200/300 Level Hours for the Doctor of Education Degree

APPROVED BY THE GRADUATE COUNCIL NOVEMBER 12, 2009

Proposed Catalog Wording (new text in **bold**, current bold text in *italics*, deletions ~~struck through~~) p. 75

6. *Level of courses.* Credit earned as part of the candidate's program of study will be earned in courses which are at the graduate level. A minimum of **45** ~~50~~ hours of course work at the 200- or 300-level must be completed. No more than **15** ~~10~~ hours of credit at the 100g level (upper level undergraduate and lower-level graduate) may apply toward this program of study.

Justification: There has been a conflict between the catalog policies for transfer credit and for level of courses for the Ed.D. program for many years. Graduate transfer courses are brought in at the 100g level. General Regulation #3 for the Ed.D. on catalog page 74 (Credit from Other Institutions) says "Usually a maximum of 15 hours of credit from regionally accredited graduate institutions may be applied toward meeting the minimum credit hour requirement for the Doctor of Education degree (subject to the Recency of Credit regulation)." But General Regulation #6 says that "No more than 10 hours of credit at the 100g-level…may apply toward the program of study." So a student who transfers in 15 hours of 100g-level credit must take 65 credits for the Ed.D. rather than 60 hours.

The Graduate Council felt there were three alternatives for resolving this conflict in policies:

1) Allow only 10 transfer hours for the Ed.D. This was deemed undesirable because students in certain intensive study areas often have substantial credit from other institutions and UNI accepting only 10 hours of that credit may cause the students to pursue their Ed.D. elsewhere.

2) Allow some courses to transfer in at the 200-level. This is not consistent with the policy for Master's degrees that says that transfer courses will not be used to satisfy the minimum 200-level credit requirement. It was deemed undesirable to allow transfer at the 200-level for the Ed.D., but not the Master's degrees.

3) Lower the minimum 200/300-level credit requirement from 50 hours to 45 hours. The Ed.D. intensive study areas are still free to require more 200/300-level hours than 45, so it does not obligate them to make any change in practice. Nor does it obligate the Registrar's Office to make any change in how transfer courses are applied to degree programs. However, it allows 15 hours of transfer credit to count toward the minimum 60 hours of the degree, if the intensive study area approves it.

The Graduate Council felt that option 3 was the best way to resolve the conflict in policies with minimal effect on other policies and practices, or on recruitment of students.